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Becoming Researchers:
Community College ESL Students, Information Literacy, and the Library

By

David Jay Patterson

A dissertation submitted in partial satisfaction of the

requirements for the degree of

Doctor of Philosophy

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University of California, Berkeley

Committee in charge:

Professor Glynda Hull, Chair
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David Patterson

Abstract

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This qualitative case study explored the information literacy acquisition of 23 students enrolled in a learning community consisting of an advanced ESL writing class and a one unit class introducing students to research at a suburban community college library in California. As there are no other known learning communities that link an ESL course to a library course, this site afforded a unique opportunity to understand the ways in which ESL students learn to conduct library research. Students encountered difficulties while finding, evaluating, and using information for their ESL assignments. These problems were substantial, but more noteworthy were the strategies that the students, their ESL instructor and their instructional librarian crafted in response.

The learning community structure enabled a number of important strategies. Strategies by the instructors included integration of the two courses' curricula; contextualized learning activities; cross-over teaching by the instructors; explicit instruction followed by guided workshop sessions. Some student strategies were persistence in asking questions, dictionary use, re-reading, and a resourceful disposition. Joint strategies included dialogue to clarify research strategies and to understand difficult text, student-crafted research techniques that were observed by instructors and shared with class; and an affirmation of the students' emerging research practices.

This study adds to our understanding of one particular area of academic discourse acquisition in a second language—how ESL students learn to interact with information in the context of community college. This study's findings refute the idea that ESL students must wait to become researchers until their English is college-ready. ESL students in this study discovered new language forms, new texts, new ideas, and new research practices simultaneously, in large part because of the relationships that developed over time among the students, instructor and librarian.

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This dissertation is dedicated to my mother, Claire Patterson,
to the memory of my father, John Patterson,
and to my husband, Noman Absar.

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Prologue: Getting Beyond Barriers   *1*

In 2006, at the age of 16, Luis[1], along with his younger brother and sister, got into the luggage compartment of a bus in Hermosillo, Mexico having already traveled a long distance from Guatemala. After 15 of the worst hours of Luis' life—including numerous close calls, a dusty hole under the border fence, and a two hour ride in the trunk of a car—the children were reunited with their parents in California, whom they had not seen for many years. Soon after, Luis enrolled in a high school not far from Ladera Community College, the site of this study. Three years later, Luis walked into Ladera College Library for his first class session of Library 10: Introduction to Library Research, a class designed to help students overcome difficulties in finding, evaluating and using information. It is reasonable to surmise that Luis and his family had some experience with information. Perhaps they knew, as well, a bit about overcoming obstacles.

Luis' arrival coincided with the first time Library 10 had been taught as part of a learning community with ESL 300, Composition for Non-Native Speakers, Ladera College's most advanced ESL course. In LIBR 10, he and his classmates, all of whom were concurrently enrolled in ESL 300 course, learned to how to do research. His classmates were an impressive mix of students from throughout Latin America and around the world: U.S.-educated language minority students, recent immigrants, older long-term immigrants, and international students, all with a variety of documentation statuses. Like Luis, these students arrived in the United States and in Ladera College Library acquainted with the power of information and familiar with dealing with adversity.

In LIBR 10 they learned to search for books using the catalog, browse for articles in the library's databases, and consult the library's online specialized encyclopedias. They learned how to gauge the credibility of websites. Their instructional librarian, Ms. Morgan, taught them about the peer-review process and how a scholarly journal article differed from a magazine article. They learned advanced googling techniques and were introduced to Google Scholar and Google Books. Their ESL instructor, Ms. Shah, taught them to incorporate ideas from these sources into their essays and presentations, with help from Ms. Morgan. They learned to document these sources from Ms. Morgan with assistance from Ms. Shah. These students learned how to use an academic library to do basic research. Ms. Morgan and Ms. Shah learned how to cope with the problems of integrating their teaching, while the students learned how to handle the difficulties of integrating their research into their writing. These difficulties were substantial.

When writing a research paper for a history class, preparing a speech in a communications class, or creating a poster presentation for a biology class, all community college students encounter significant challenges while conducting course-related research (Fry, 2010; Head & Eisenberg, 2009; Leckie, 1996). First, they must overcome numerous interlaced obstacles in gathering information[2] from websites, books, articles, and other sources (Kuhlthau, 2004). Then they are

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[1] All names are pseudonyms.

[2] A central concept in librarianship, "information" is "notoriously a polymorphic phenomenon and a polysemantic concept" (Floridi, 2008, p. 7). For an overview of the ways in which information is defined, see Floridi (2008). For a history of the word's use in librarianship see Pawley (2003).

expected by their professors to evaluate this information according to criteria which can be baffling (Liu and Huang, 2005; Rieh & Hillegoss, 2009). Finally they must incorporate this hard won information into their projects according to strict stylistic rules, often with vague but stern warnings about plagiarism ringing in their ears (Amsberry, 2008; Pennycook, 1996).

While the various aspects of information literacy are challenging for all students, they are especially difficult for ESL students[3] (Amsberry, 2008, 2008b; Baron & Strout-Dapaz, 2001; Conteh-Morgan, 2001; Gilton, 2007). However, the literature on ESLs' information literacy is scant and is especially missing fine-grained, qualitative analysis. This study will attempt to fill this gap.

To assist students in negotiating the obstacles of the research process, librarians offer instruction in information literacy, a broad term encompassing finding, evaluating and using information (American Library Association, 1989; Pawley, 2003). This qualitative case study used ethnographic methods to examine the information literacy acquisition of a cohort of 23 community college language minority students simultaneously enrolled in ESL 300, a five unit advanced ESL composition course, one level below "college English," and LIBR 10, a one unit course introducing students to research during the Spring, 2011 semester.

In the same ways that scholars have contested the term "literacy" when it is conceptualized as a set of neutral, portable and generic skills — "the intellectual equivalent of all-purpose flour" (Hull, 1997, p. 17) — the term "information literacy" has been critiqued by some librarians as a kind of universal leavening agent, a dash of which can be unproblematically added to any information seeking enterprise from researching polymers to finding a job. Rejecting such an approach, Luke and Kapitzke (1999) introduce the term critical information literacy: "[C]ritical information literacy can encourage and enable learners to systematically reposition themselves in relation to dominant and non-dominant modes and sources of information" (p. 486). Bruce et al. (2006) elaborate on this:

> [I]nformation literacy is not a set of skills….It is a complex of different ways of interacting with information which might also include:
>
> - knowledge about the world of information
> - a set of competencies or skills
> - a way of learning
> - contextual and situated social practices
> - [an examination of] power relationships in society and social responsibility (p. 6).

Ms. Morgan and Ms. Shah were not nearly as politically overt in their approach to information literacy as these formulations. They never used the term "critical information literacy". Ms. Morgan called her subject matter "information literacy" when talking to me, a fellow librarian; with the students she and Ms. Shah referred to it as "research skills" or "research techniques" or just plain "research". They never spoke of "repositioning" students in relation to information.

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[3] See Chapter 2 for a discussion of the term "ESL student".

However, they were acutely aware that even compared to other community college students—a population not known for an abundance of silver spoons—their students tended to be more politically, economically and socially vulnerable. They knew that their teaching—the *way* they taught, the preparation that they offered, and the messages that their words sent—mattered a great deal to the welfare of their students and their students' families.

Above all, they were interested in meaning-making through activities that mattered to the students. Throughout this study, students were observed doing real research on real issues—the impact of drug-related corruption on education in Colombia, the DREAM Act, women in traditional Mexican households, and the oppression of the Baha'i faith in Iran, for example. Their classes were filled with meaningful discussion about texts by Frederick Douglass, Amy Tan, David Sedaris, Howard Gardner and Richard Rodriguez. There was laughter, purposeful activity, a good deal of chaos, and useful preparation for college-level courses requiring research. Their approach was as far as could be from Grubb et al.'s (2011a) notion of "remedial pedagogy"—a dreary developmental wasteland of drills, sub-skills and very few thrills.

This is not to say that it was all unadulterated pedagogical bliss. There was a great deal of miscomprehension—students not understanding the gist of what they read or heard, let alone the nuances. Also, there were times when Ms. Morgan would be trying to engage the students in a new aspect of the research process and some of the students, each with a computer in front of them because LIBR 10 was taught in the library's computer lab, would be researching friendship on Facebook or soccer scores on a sports website. There were times when students appeared bored. One young man from Turkey, Bash, admitted that he hated school and was miserable. He was in the class as little as possible and attended only because his parents, both well-educated, insisted. There were moments when the instructors felt frustrated.

But at the core of the learning community's culture was a sense that college was about serious ideas, that serious ideas deserved respect, and that this class, therefore, which revolved around serious ideas, deserved respect. Both Ms. Shah and Ms. Morton were utterly consistent in centering class activities on meaningful themes and on meaning-making.

This study will emphasize the strategies that were devised in response to research-related problems more than the problems themselves, although there are important insights about some problems, such as why students sometimes completely misinterpreted texts and how the recursive nature of the research process made choosing and narrowing a research topic challenging.

Many of the problems were related to reading comprehension. It was difficult for students to incorporate an outside source of information into their essay if they didn't understand the source. For example, it was hard for Rigoberto, a student who was passionate about immigration reform and gay rights, to see that the clergy of Birmingham were criticizing King when Rigoberto didn't know the words "untimely" and "unwise". He loved the clergy's phrase: "people who feel that their hopes are slow in being realized." In fact, he loved it so much that he missed the "but" in the middle of the sentence right before the part about "untimely" and "unwise."

Many of the strategies came from joint actions that were made possible by the structure of the learning community—students developed searching techniques that were shared by the instructor

with other students; students and instructors talking together to make sense of difficult text; and, Ms. Shah and Ms. Morgan team-teaching a brilliant lesson on specialized encyclopedias. Comprised of these types of micro-level vignette, this study sought to capture moments in the class when the students, with support from their instructors, found ways to succeed as researchers.

This study makes a unique contribution to a body of research on library instruction—called information literacy since the 1980s, but at various points in its history called bibliographic instruction, user instruction, or library orientation—stretching back over a hundred years. This body of literature begins with Justin Winsor, chief librarian at Harvard, who wrote:

> [W]e have not discovered what the full functions of a college library should be; we have not reached its ripest effects; we have not organized that instruction which teaches how to work its collections as a placer of treasures. (1880, p. 6)

Since Winsor's time, well over 5000 articles and books have been written about library instruction (Rader, 2002), but in the research literature of library instruction and learning communities this is the only study of an ESL course linked to a library course. As more and more language minority students enter a community college system that seems better suited for hindering than furthering success (Sengupta & Jepsen, 2006), the need to understand how ESL students learn to conduct research becomes more urgent. Winsor's appeal for more effective library instruction is, for community college ESL students today, nothing less than a call for access—access to the kinds of research skills, concepts, practices, and dispositions essential for success in higher education.

Where is Luis now? With a GPA of 3.8, Luis is currently a leader in student government and a number of clubs at Ladera College, a charismatic student activist, and a talented athlete. He is devoted to his family and involved in his church. These days he is busy filling out applications in order to transfer to a four year institution. He hopes to get accepted to UC Berkeley to study sociology. Eventually he wants to become an immigration lawyer, not surprising considering the long night he spent in the belly of a bus. He will need to know how to do research as an undergraduate at Berkeley and as a law student.

Indeed, in order to succeed in community college and beyond, all students need to know how to do research. Biology 100 at Ladera has a research component, as does Psychology 100, all history courses, and many English courses, to name a few examples. Vocational education courses also require research. For example, the radiologic technology students at Ladera have an assignment in which they must search their discipline's literature, find an article, and critique it. This is a daunting task for native English speakers, but for language minority students, it can be especially challenging. This study attempts to show strategies that ESL students and their instructors crafted to hurdle over, skirt around, or tunnel under these barriers in the process of becoming researchers.

On the Margins: ESL Students, Community Colleges, and Libraries   **2**

Introduction. This is a study of ESL students in a community college learning how to use the library—a story of marginalized students in a marginalized segment of higher education learning about a marginalized institution. Because of this, the research on these topics, whether tracking language minority students, analyzing community college completion rates, gauging the efficacy of learning communities, or assessing the experiences of ESL students in academic libraries, is somewhat incomplete. This review synthesizes research at the intersection of community college ESL students, learning communities, libraries and information literacy.

My review of the literature begins with the difficulties researchers experience in trying to capture the heterogeneity of ESL students accurately. Next, I describe the profound educational inequity that results from misconceptions across community college campuses about the nature of academic discourse acquisition.

Then I discuss learning communities, configurations of courses like this study's ESL 300 and LIBR 10 that are linked so that students get to know each other, gain confidence and see how different branches of study converge. Learning communities appear to be an obvious way in which to address the many problems that turn the hopes of most ESL students into ash, and yet the research of librarianship, for all its enthusiastic statements of support for them, does not seem to be participating in important ways.

After this comes a description of critical information literacy, a way of teaching students about research that privileges practices over skills in its conceptualization of learning, conflict over certainty in its approach to the nature of knowledge, and a concern for the marginalized over a loyalty to neutrality as its core value. Its theoretical implications are particularly well-suited for a study about ESL students learning the basics of academic research.

Finally, I present an overarching theoretical framework for my study that integrates socio-cultural approaches to second language acquisition with my conceptualization of information literacy instruction. Ultimately, I prepare the ground for a study that focuses not on the difficulties of learning to do research, but, instead, that celebrates the strategies that community colleges ESL students construct with their instructors to surmount these difficulties.

ESL Students & Community College

Describing, Defining and Categorizing ESL Students. The 20 year old Iranian religious refugee who arrived 2 years prior to the study sat in the fourth row back, hoping to major in engineering at Berkeley. Next to him was a South Korean international student who had only been in the country 5 months but who had already managed to see three Broadway musicals during Spring Break when he visited friends in New York. In front of him sat a 38 year old mother of three by day and janitor by night who had lived in the U.S. for most of 9 years, although she moved back to Mexico for one year since her arrival. Three rows forward two 19 year old women whispered to each other in Spanish. Both originally from El Salvador, they attended a local high school together before attending community college.

As this sketch from my study illustrates, a number of complications arise when discussing students in community college ESL courses. These courses tend to have a heterogeneous population of students who come from diverse backgrounds—not only in terms of the variety of languages they speak but in many other ways, including the length of time they have been in the U.S., the kinds of educational experiences they and their families have already had, and their reasons for attending college (Bunch, Endris, & Panayotoya, 2010). To discuss this wide-ranging diversity, four categories offered by Harklau, Siegal, and Losey (1999) have been widely adopted by researchers (e.g., Bunch et al., 2010).

Harklau et al.'s (1999) four categories include Generation 1.5, recent immigrants, international students, and long-term adult immigrants. Generation 1.5 are those students who, at various points in their young lives have come into the US, mainly speak a language other than English in the home, and have been through the educational system here in the US (Asher, Case, & Zhong, 2009). These students are "circumstantial bilinguals" who have learned English due to having lived in conditions that require its use rather than by having "elected" to learn it through formal education (Bunch, 2008). By contrast recent immigrants have been in the country a relatively short time and learn English intentionally in ESL courses in high schools, adult schools, and community colleges. Such students, Bunch points out, may or may not have had formal education in their countries of origins. International students usually have had a great deal of education in their own countries, including extensive English coursework, and therefore have different strengths and needs from Gen 1.5 and recent immigrants. Long-term immigrants may have lived in the United States for many years or decades and have learned English through post K-12 coursework and, as circumstantial bilinguals.

Some scholars, such as Bunch (2008), modify Harklau et al.'s (2008) categories by combining recent and long-term adult immigrants. In addition to this modification, Bunch makes another change: he offers an alternative to the descriptor "Generation 1.5." Advocating a "resource-oriented" framework for discussing these students in a way that emphasizes their language practices as resources and rejecting deficit approaches that view these practices as problems, Bunch (2008) convincingly discusses the benefits and drawbacks of Harklau et al.'s term "Generation 1.5" and opts instead for "United States educated Language Minorities" or "US-LM" (see also Bunch et al., 2010; Kibler & Bunch, under review). My study includes students from all of these categories. The issue remains, however, of how to refer collectively to these categories.

The terms "English Learner", "English Language Learner", or ELL are frequently used in K-12 education, whereas ESL is more common in higher education (ICAS, 2006, p. 23). The term "language minority student", while appealing, is inadequate for the obvious reason that Ladera College, the site of this study, had many language minority students, but most of them were not in ESL courses. I will use the term ESL student for three reasons: my study took place in a post-secondary institution, where ESL is the currently popular term; the instructors, library staff, students, and administrators in my study used this term almost exclusively; and, the one commonality among the students' diversity was their enrollment in ESL 300.

ESL students in Community College. Community college is, by far, the most important institution of higher education in the United States for ESL students and other historically underserved students (Bunch, 2008). Nationally, almost half (49%) of all Latinos and 36% of all

Asian/Pacific Islanders[4] in public higher education are enrolled in community colleges, compared to 33% of Whites (Aud, 2010, p. 129). Two-thirds of first-time Latino students in higher education are in community colleges nationwide (Solórzano, Rivas, & Velez, 2005). Determining how many of these and other students (such as ESL students from Europe and Africa) are language learners or are enrolled in ESL courses is difficult (Bunch, 2008; ICAS, 2006; Harklau, 2009, location 836-850; Levin et al., 2008).[5]

Because California community colleges are not required to track the linguistic backgrounds of their students, it is necessary to estimate the size of the state's community college ESL population. An estimate that one-quarter of community college students in California are immigrants provides an initial sense of the ESL population (Woodlief et al., 2003). Additionally, in California, 75% of Latinos new to higher education are enrolled in community college (Woodlief, Thomas, & Orozco, 2003). Adding to this picture is Bunch's (2008) observation that "almost half of California's community colleges have student bodies that are over 50% students of color." Obviously not all of these students are in ESL courses. Bunch (2008; Bunch et al., 2010) describes the likely size and composition of the state's community college ESL population by examining California's K-12 demographic statistics.

Californian K-12 students' ethnic and linguistic diversity is significant. Slightly over half (50.3%) of California's K-12 students are Hispanic, 12% are Asian/Pacific Islander, while only 29% are White (Aud, 2010, p. 29). A language other than English is the primary language in the homes of 40% of all elementary and secondary students (Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003), and 25% of all K-12 students in California are designated as English Learners (EdSource, 2008).[6] These demographics have led a number of scholars to describe the education of language minority students as a mainstream concern (Bunch et al., 2010; Enright, 2010; Gándara & Contreras, 2009).

Because so many Californian K-12 students from historically underserved segments of the population attend community college (Sengupta & Jepsen, 2006), it is reasonable to infer that, although a specific estimate is not possible, a sizable proportion of community college students are language minority students (Bunch et al., 2010, p. vii; Bunch, 2008) and that many of them are enrolled in ESL courses. Indeed, one report claims that at some of California community college campuses ESL students are a growing majority (ICAS, 2006). Adding to this population, international students—that is, students who usually have had considerable education, including English as a foreign language instruction, in their home country, to which they plan to return after college—are also found in surprisingly sizable numbers in California's community colleges. Of international students in California, 21% are enrolled in community college (Douglass, Edelstein, & Hoareau, 2011).

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[4] Estimating this number to be over 40%, Lew et al. (2005) advocate disaggregating the total percentage of Asian/Pacific Islanders (API) to reveal enormous diversity among this population and to address issues of equity. API constitute 4.2% of the total US population, and yet they account for 15% of 2-year college enrollees (Lew et al., 2005). In California, where 9% of the total population are API, they represent 13% of community college students (Sengupta & Jepsen, 2006).

[5] For a discussion of the difficulties involved in quantifying community college ESL population see Bunch (2008).

[6] In high school, which is the educational entry point for many community college ESL students who have some K-12 education in the United States, including 5 students in my study, the percentage, 14%, is much lower. This is due partly to English Learners being re-designated as fluent and proficient in English over time and partly to a disproportionately high dropout rate among ESL students (EdSource, 2008).

Community college ESL students find themselves in an institution that contradicts itself in quintessentially American ways; one hand of the college is open, offering opportunity, and the other is closed, taking it away. Because of their open enrollment policies, geographically dispersed distribution, and low cost, community colleges are, for many ESL students, an extraordinary opportunity, and in some cases their only viable entry into higher education (Cohen & Brawer, 2008). In addition, community colleges offer sub-baccalaureate degrees or certificates, which can increase students' earning power (Grubb, 2002), including ESL students (Prince & Jenkins, 2005). Community colleges also present a second chance to those ESL students who have not experienced much success in their previous educational endeavors (Grubb, 2011b). These beneficial attributes of community college are all the more valued by some immigrant students who come from countries with limited opportunities for higher education.

The community college's closed hand, however, represents a number of barriers to ESL students achieving their educational goals, including institutional problems associated with chronic underfunding (Hayward et al., 2004, p. 20) organizational problems (Rosenbaum et al, 2004), and pedagogical shortcomings (Grubb et al., 2011a). Students hoping to get a bachelor's degree who begin in community college are much less likely than similar students who begin in a 4 year institution to reach graduation day (Moore & Shulock, 2010; Sengupta & Jepsen, 2006). This problem is especially acute for historically underserved students (Sengupta & Jepsen).

Although students reap many benefits from ESL courses, such as increased confidence and opportunities to interact with students going through similar experiences, the problems they face are acute, including "high attrition rates, vast heterogeneity in student needs, lack of full-time ESL faculty, and low levels of funding" (Szelényi & Chang, 2002). "Remedial pedagogy" (Grubb, 2011a, pp. 46-51), including decontextualized ESL lessons on grammar and vocabulary and writing assignments about personal experiences, have led to ESL students feeling "stultified" (Curry, 2004, p. 55). Curry also identified an ironic situation: ESL students are sometimes simultaneously "underchallenged" and yet "underprepared" (p. 55). In addition, research on the stigma associated with ESL instruction indicates that some students, especially those who have lived for some time in the United States, resist ESL courses because the instruction or classmates who have more recently arrived students to the States do not seem to be a good match (ICAS ESL Task Force, 2006; Woodlief et al., 2003).

Long sequences of ESL coursework wreak havoc with ESL students, who frequently are short on two crucial resources—time and money. And yet, when students bypass some ESL instruction, they sometimes do not thrive in college-level courses (Kuo, 1999). Student who want to transfer to a four-year institution lose heart when they learn that all or almost all of the hard work that they have put into ESL courses is not counted toward a baccalaureate. Although there is evidence that most ESL students would profit from ESL support concurrent with their mainstream coursework (Bunch, 2008), Woodlief et al. (2003) found that "college staff tend to have a mistaken view that immigrants master English before crossing over into the academic or vocational coursework" (p. 17). There are very few courses in community college like the one in this study that serve as a bridge between ESL and mainstream coursework (Woodlief et al.). Similarly, there are few courses in which mainstream content curriculum is integrated with ESL instruction.

Academic Libraries and ESL Students.

Overview. When it comes to college-level research, most ESL students are like almost all other community college students in being new to the practices, skills, concepts and attitudes needed for gathering, evaluating, incorporating and citing sources of information to create a compelling argument. However, ESL students are different from other students in that they have both unique resources (Tao, 2005; Hughes, 2009) and challenges as they learn about research (Haras, Lopez, & Ferry, 2008; Tao, 2005). Of all the themes found in the research on ESL students in academic libraries, the most prominent is the way in which students' ability to use the library and do research is impacted by language.

Throughout the literature, language limitations are cited as the most significant obstacle that ESL students face in using the library (Koontz, 2008; Tao, 2009; DiMartino & Zoe, 2000), performing research activities in general (Haras et al., 2008; Pracha, Stout, & Jurkowitz, 2007; Conteh-Morgan, 2001), searching databases (Bordonaro, 2010; Badke, 2011), communicating with library staff (Amsberry, 2008b; Baron & Strout- Dapaz, 2001; Conteh-Morgan, 2001; Tao, 2005), and using sources without committing plagiarism (Amsberry, 2008; Badke, 2011; Chen & Ullen, 2011).

US-LM Students. Although research in librarianship specific to US-LM students enrolled in ESL classes is missing, studies have looked at US-LM students as a group and their interactions with libraries (Adkins & Hussey, 2006; Asher, Case & Zhong, 2009; Haras et al., 2008; Kraemer, 1997; and Slate, 2002).To understand the ways in which these students view and use the library, it is useful to look at their K-16 library experiences holistically (Haras 2010).[7]

In a study of US-LM high school students at Garfield High School in East Los Angeles, Haras (2010) found that both the school library and the public library were used moderately by students, 76% of whom had library cards. Students' online practices were similar to those of other students their age nationwide. Students reported using the library to borrow books and videos (44%), work on group projects (17%), surf the web (13%), study (11%) and connect with friends face-to-face and online (4%). Identifying a mismatch between students' favorable perceptions of their own research skills and evidence of their actual understanding of what research involves, Haras (2008) found that students had an "inflated sense of their own ability to do research" (p. 431).

In general, Haras' (2010) findings indicate the need for these students to engage in more research projects and receive more Information Literacy instruction before they arrive at college:

> Access to technology did not appear to be the issue. Rather, the opportunity for students to effectively develop higher order information skills in a pedagogical setting seemed to be missing—that is, the chance to iteratively practice doing research….Many hopeful Latino youth who said they were college bound…were lacking the research skills to help them do well in college. (p. 39).

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[7] Although outside the scope of this study, there is a significant body of literature on the library as space. See, for example, CLIR (2005) and Keating and Gabb (2005).

Haras' emphasis on educational opportunities to do research and sustained information literacy instruction for high school students is remarkably congruent with Bunch et al.'s (2010) assertion, discussed in a later section of this review, that community college students need access to courses in which academic literacy is required in order to give these skills an opportunity to grow: "Despite a well-used, well-liked school library and computer access, information literacy attainment required curricular integration in order for students to evidence mastery of these skills" (Haras, 2010, p. 38). It is significant that 40% of the graduates of this high school attend community college, some, no doubt, enrolling in ESL courses.

An earlier study by Haras, Lopez and Ferry (2008) identifies the same general problem a bit further along the information literacy pipeline. US-LM first year college students at CSU Los Angeles, a Hispanic Serving Institute in East Los Angeles, who had infrequently used libraries—both public and school—during their K-12 education, report doing less research, knowing fewer advanced research skills, and feeling ill-prepared for college research projects. In fact, only a quarter of these students felt they had adequate preparation to meet the research expectation of college instructors (Haras et al., 2008).

A number of researchers found that Latino students viewed the academic library as supportive and as a place to conduct research (Adkins & Hussey, 2006; Haras et al., 2008; Kraemer, 1997; and Whitmire, 2003). Using a large dataset (n = 9,327) of undergraduates from 43 four year institutions, the 1996 College Student Experiences Questionnaire, Whitmire compared library use by undergraduate student ethnicity (White, African American, Latino, Asian American, and Native American) using multiple regressions to factor out a number of variables. Differences among non-white groups were minimal. When collapsing the non-White categories into one "students of color" group, Whitmire found a number of statistically significant differences. Students of color used the academic library more than White students in general. Breaking down library use by types of activities, students of color used the library more than White students for reading or studying, by asking a librarian for help, and by consulting basic reference texts. White undergraduates used the library catalog more often than the students of color.

What should we to make of these differences, especially considering that language use was not reported and that library use in 1996 was much more print-based than today? Could it be that students of color may use the library more frequently than Whites because they may have fewer options for quiet study and less access to the Internet than White students and, because they are in the library more frequently than White students, they are able to ask questions and consult reference texts? Speculation aside, Whitmire's study (2003) establishes the principle that different groups relate to the library in different ways. It also indicates the role that libraries play in deepening the social and academic integration of historically underserved students, which is a significant factor for improving learning outcomes (Tinto & Russo, 1994).

 Adkins and Hussey (2006) found that the relationship between academic libraries and the Latino college students in their study was complex and ambiguous. They used academic libraries for course-related purposes and continued to use public libraries for personal reasons. Many of them felt more comfortable in the public library because it was smaller and easier to navigate. Their level of comfort level with the academic library depended on the degree of their previous experiences in libraries and exposure to library instruction. And their comfort levels played a big role in determining how positively they viewed the academic library.

International Students. Research on international students in the academic library reaches back to the early 1970s (Conteh-Morgan, 2001; Davis, 2007). It is almost exclusively about undergraduates in 4 year institutions and graduate students. Much of this literature, especially the early articles, offers librarians a "cultural road map" with tips for effective cross-cultural interaction and communication (Conteh-Morgan, 2001, p. 30). Tao (2009) is an excellent recent representation of this type of article, of which there are many (e.g. Amsberry, 2008b; Baron & Strout-Dapaz, 2001; Gilton, 2007). These articles, usually written by practicing librarians, are practical in nature.

According to Tao (2009), international students are often highly motivated, but they may experience difficulty adjusting to the culture, the language, the educational culture, and the library. For example, they may not know how to access an article placed on reserve by a professor, how to borrow a book, how to evaluate a source or how to create a citation. Such students may hesitate to ask for help. Librarians can help with these forms of culture shock through orientations, classes, handouts, and "chance interventions" (p. 31). Partnerships with ESL instructors or the office of international students are advocated. Welcoming students warmly, improving communication with then, and empathizing with their possible disorientation is advised. Tao advocates self-reflection, in which librarians analyze their feelings about these students: "[I]f librarians become aware of areas of cultural conflict with their students, they are urged to work toward resolving them" (p. 31). Resisting stereotyping and misrepresenting specific subgroups of international students, librarians are encouraged to "create a learning atmosphere where all are respected and no one feels ill at ease" (p. 32). Tao encourages cultural competence training for the entire library staff. She also advocates knowledge of learning styles and "multiple intelligence" (Gardner, 1983) because different cultural backgrounds often result in different approaches to learning.

After reviewing research on serving ESL students in academic libraries, one is struck by what is left out, or, more to the point, who is left out. Studies of language minority students in academic libraries are concerned primarily with international students and, due to their exceedingly practical nature, are of little value for creating a theoretical framework for this study. The studies on US-LM students are useful in thinking about the students in this study, but they are few in number—a half dozen studies. This is a half dozen more, however, than the number of studies on recent and long-term immigrants in academic libraries, of which none could be found at all. The need for more research is clear.

<div align="center">ESL Students, Learning Communities & Libraries</div>

Overview. The learning community is perhaps the most highly praised kind of curricular reform for improving the outcomes of community college ESL students. Although the term "learning community" can refer to a variety of course arrangements for all sorts of populations enrolled in all types of institutions, for this review of learning communities and ESL students it can be defined as a curricular structure in which "ESL and disciplinary faculty collaborate, along with the involvement of student support staff, either to team-teach a group of students or to offer concurrent enrollment in ESL and disciplinary, credit-bearing courses" (Bunch, 2009, Kindle Locations 5571-5574).

Many researchers have praised learning communities as structures that can benefit not only ESL students, but all kinds of students in community college (e.g., Bailey & Alfonso, 2005; Bunch et al., 2010; Engstrom & Tinto, 2007; Grubb, 1999, 2011b; Grubb & Cox, 2005; Karen & Dougherty, 2005; Kibler & Bunch, under review). Because learning communities tend to promote a synthesis of learning, strong communal academic and social ties, and effective pedagogical methods, they foster more meaningful learning and deeper involvement, resulting in significant positive effects on student persistence, academic and social engagement and success, and more supportive peer groups (Pascarella and Terenzini, 2005).

In extolling the virtues of learning communities, Bunch et al. (2010) argue against conceiving of ESL programs as preparation for academic literacy practices and in favor of integrating language and academic skills:

> [W]hile it may seem logical to place language minority students in ESL or developmental English courses *before* they can enroll in college-level courses in other subject areas, foreclosing access to those college-level courses for long periods of time may also foreclose access to the very conditions under which students might develop the language and literacy necessary for academic contexts. (p. 13)

Learning Communities help to counter the tendency of ESL students to be segregated from the rest of community college, where they find themselves in lengthy, multi-level ESL programs that are designed to prepare students to enter college-level courses but more often than not prepare them to exit college (Curry, 2001; Sengupta & Jepsen, 2007).[8]

Overcoming this structural segregation by allowing students access to college-level work is one of the chief benefits of learning communities. Enrollment in college-level courses allows students access to authentic texts and tasks, including academic texts and discourses, which provide real opportunities to develop academic literacy (Bunch, 2009; Messina, 2003, p. 192), and vocational texts and associated literacy practices, which give students chances to hone discipline-specific, "real world" practices (Grubb, 1999). This contextualized learning is especially important for students who are hostile toward academic work or credential-oriented (Grubb & Cox, 2005).

Learning communities also provide a way to replace tedious, de-contextualized drills on grammar and vocabulary found in some ESL classes -- what Grubb et al. (2011a) call "remedial pedagogy" -- with more challenging, engaging, and ultimately more enjoyable learning (Visher et al, 2010; Engstrom and Tinto, 2007). In addition, students in learning communities tend to feel more self-confident and to feel supported by peers, by instructors, and by the college (Engstrom & Tinto; Grubb, 1999; Levin et al.; Tinto and Russo).

Smith (2010) found that ESL students in learning communities reported a feeling of being supported by their college, a feeling that, in turn, "was the greatest predictor of increased self-

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[8] In her study of one community college ESL class (n=18), Curry (2001) found a 75% attrition rate among ESL students that disproportionally impacted the most vulnerable students—refugees and those who were the least educated. Sengupta and Jepsen (2006) studied an entire cohort of first year California community college students (n= 539,241) and found that of those enrolled in ESL-Basic Skills courses, 65% had left college after a year without transferring, completing a degree, or earning a certificate (p. 17).

reported learning outcomes" (Smith, p. 261). This support is particularly important for ESL students' academic growth, since it allows students to talk—to engage in class discussions (Tinto & Russo, 1994; Messina, 2003; MacGregor, et al., 2000), to ask questions (Engstrom & Tinto, 2007) and to gain "useful, substantial academic literacy skills" (Messina, p. 261).

Addressing earlier but strangely familiar remediation reform efforts twenty years ago, Hull, Rose, Fraser & Castellano (1991) asserted: "In the classroom it is through talk that learning gets done, that knowledge gets made" (p. 19). Drawing on powerful linguistic resources while facing considerable hurdles, ESL students get that learning done and knowledge made in more than one language. Learning communities seem to provide a useful structure for the production of meaning through talk and an especially appropriate structure for honoring ESL students' resources and overcoming hurdles. Engstrom and Tinto (2007) explain the special relationship among learning communities, confidence, speaking, and ESL students' identities:

> Our participants provided vivid reminders that many of them enter our college doors not feeling "safe" to learn. They often entered college afraid to speak in class….For recent immigrant or non-native English speaking students, their lack of confidence in their academic abilities, self-esteem, and identity as college students were directly tied to their ability to speak, read, and write English. Even if they came from strong prior educational experiences from their country, their identity as college students in the United States was primarily shaped through their perceived proficiency in the English language….The learning community experience consistently created a safe, engaging learning environment where students took risks and participated (43-44).

Learning communities have been lauded as vehicles for welcoming ESL and other language minority students into community college (Bunch, 2008; Engstrom and Tinto, 2007), for encouraging them to join campus organizations and get campus jobs (Engstrom and Tinto)[9], and for ushering them through the process of transferring to a four year institution (Ornelas & Solorzano, 2004, p. 245).

Of special importance for this study, which sought to understand the ways that the learning community impacted its librarian and instructor, learning communities "look like continuous forms of staff development" (Grubb, 1999, p. 265). Messina (2003), who describes cross-over moments in which a sociology instructor is teaching students to find the main idea of a paragraph and the reading instructor is helping students to articulate a passage's sociological generalization, asserts "Faculty in learning communities must themselves be willing to learn" (p. 262).

Because learning communities present a way to solve many of the problems associated with ESL and Basic Skills instruction simultaneously (Grubb, 1999, p. 203), Engstrom and Tinto (2007) argue for a dramatic expansion of learning communities, encouraging educators to stop "tinkering" and treating learning communities as "add-ons" (p. 7).

Libraries & Learning Communities. There is limited research available on the involvement of librarians in learning communities (Pedersen, 2003). In most of the research, librarians expressed enthusiasm for learning communities and supported learning communities, but a library course

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[9] At one study site, students especially prized the language learning opportunities available by working in the library (Engstrom and Tinto, 2007).

was not actually one of the linked courses. Pedersen describes only four programs in which information literacy constituted one of the key components of a learning community: at CSU East Bay, at the University of Hawaii at Manoa, at Bellevue Community College in Washington State, and at CSU Fullerton (p. 21-28).

At CSU East Bay, required one-credit[10] library courses are attached to first year learning communities based on themes such as "Spirtuality," "Gender in the Arts" and "Biology/Chemistry Sequence." Students are taught basic research techniques that are both relevant to the assignment in the attached courses and useful for other courses. Pre- and post-tests offer some evidence of effectiveness, especially in students' understanding of research-related vocabulary, such as "abstract" and "scholarly source". Of particular interest for this study (See Chapter 7 & 8), was the observation that the most successful learning communities appeared to be those with the highest levels of collaboration between librarian and content-area instructor.

At Manoa, first year students must enroll in a learning community for one of their first semesters, three of which include LIS 100, a 3 unit course that includes examining "how something is known, the purposes of knowledge, standard structures for scholarly investigation, and the structure of discourse" (Pedersen, 2003, p.23). LIS 100 is linked to one to three other courses, such as an American Studies course, English, history, medical tech, or other courses. Courses are taught by Library and Information Science graduate students.

At Bellevue Community College in Washington state, Bio 101, Chem 101, Human Dev. 120, and Eng 103 (Information Resources) are linked, forming "Of Mice and Matter: A Successful Journey through the Scientific Maze" (Pedersen, 2003, p. 24). An example of the work in this learning community: groups of students must engage in "staged" research, comparing definitions from a limited but conflicting set of library resources. Activities are connected to products, and topics are "connected directly to program content" (p. 2).

At CSU Fullerton, a program called "Fullerton First Year" originally linked IL instruction taught by librarians with technology and presentation skills taught by tech and management faculty. This learning community has "evolved" into a library assignment and a drop-in workshop. This loss in potential for deep learning over time is significant.

Is a 50 minute library orientation for students in a learning community any more innovative than a 50 minute library orientation for students in a traditional course? And, if there is scant evidence of substantial information literacy involvement in learning communities in general, there is no evidence at all of substantial information literacy in learning communities involving ESL students. Indeed, to my knowledge, based not only on a review of the literature but also on professional consultation, the learning community in this study, linking ESL instruction with information literacy, is unique.

<div align="center">Critical Information Literacy</div>

Overview. Open any journal related to academic or school librarianship from the last couple of decades, and there is usually at least one article about some aspect of information

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[10] Now these attached library courses are two-credit courses.

literacy—about teaching students to find, evaluate and use information effectively (Fry, 2009; Rader, 2002; Webber & Johnston, 2000). But since a ground-breaking article by literacy theorist Allan Luke and librarian Cushla Kapitzke (1999), some librarians have critiqued information literacy for its lack of a critical perspective (Accardi, Drabinski & Kumbier, 2010; Elmborg, 2006; Pawley, 2003). Luke and Kapitzke call for "critical information literacy."

Critical information literacy begins with a recognition of the power of new technologies. These technologies bring students new texts and new kinds of knowledge. The potential impact on students' development—on their thinking, their identity and their beliefs—is enormous. Therefore it is necessary for librarians to help students to cultivate critical perspectives. This can be accomplished by shifting the way librarians present research to students.

Rather than treating research as a process in which students track down "truth" or "fact," librarians are encouraged to present research as dialogue—a dialogue between the students and the information they encounter. From this perspective libraries offer a space for negotiation, in which students are supported in using new technologies to be critical and active in their interactions with information. Librarians offering these kinds of educational opportunities to their student can assist students in developing new attitudes towards information in general. Students can come to see the meaning of a text not as something given by the author, but as something that is co-constructed by the reader and the author.

New technologies play an increasingly significant role in the lives of community college ESL students, some of whom are immersed in website design, online games, texting and social networks and others who express feelings of anxiety and inadequacy due to their lack of technological knowledge. Second, ESL students, who are often conceptualized by educators and researchers in deficit-oriented ways (Benesch, 2001; Kibler & Bunch, under review; Gutierrez & Orellana, 2006), in fact bring rich life experiences and diverse worldviews to the library. However, these experiences and the students' worldviews are rarely mentioned in the literature on information literacy. Finally, Luke and Kapitzke's (1999) description of a pedagogy that teaches students "to systematically reposition themselves in relation" to information was especially crucial for thinking about the students in my study, who as immigrants have frequently been exploited economically, as ESL community college students have been precariously positioned on the margins of a marginalized educational institution, and as library patrons have historically been given the short end of the bibliographic stick.

Freireian Influences. Adding to Luke and Kapitzke's (1999) call for a more critical perspective on information literacy, Elmborg (2006) asks librarians to choose:

> Freire equates the common library functions of receiving, filing, collecting, and cataloging with the banking concept. In doing so, he poses important challenges to librarians. What is the role of the library in the Freireian vision of critical literacy? Is the library a passive information bank where students and faculty make knowledge deposits and withdrawals, or is it a place where students actively engage existing knowledge and shape it to their own current and future uses?" (Elmborg, 2006, p. 193).

Elmborg (2006) helpfully draws analogies between conventional information literacy and traditional grammar classes, and he offers a useful example of how even the prosaic practice of citing sources can be taught in more meaningful ways:

> The ability to parse a journal citation or to read a catalog record results from an understanding of its deep structures and derives from a disciplined and grammatical approach to information. The citation functions to distill the elements of publication into concise code. We can treat this citation either prescriptively (there is a ''right way'' to cite and a universal truth reflected in its structure) or as a social construct (by focusing on why citation matters in the academy and what conversations are implied in networks of citation) (p. 197).

Contextualized Information Literacy. Related to the need for a more critical stance in information literacy is a need for more contextualization of information interactions in information literacy research. Prominent librarianship theorists such as Kuhlthau (2004) have a propensity to decontextualized information seeking, evaluation and using in order to abstract broad "scientific" theories (Elmborg, 2006). This tendency to look for grand unifying theories about information interaction has caused librarians to overlook particulars—the economic, social and cultural contexts in which students' interaction with information take place. Elmborg encourages librarians to examine closely "how individual students in specific contexts and communities encounter information generally and the library specifically" (p. 193).

Simmons (2005) and Grafstein (2007), adding to Elmborg's call, emphasize that students need help wading into the information waters of their particular disciplinal contexts, since information literacy practices in, for example, biology, are different from those in political science. Tuominen et al. (2005) endorse this view: "A person possessing a detailed understanding of the complicated work of later Wittgenstein may fail to do searches in the chemical abstract database simply because he or she is information illiterate in chemistry" (p. 334). So the question becomes: whose research in information literacy is attentive to contextual issues?

Hilligoss and Rieh (2008) go further than many researchers in heeding calls for more contextualization by emphasizing the importance of context in their study of undergraduates' ways of gauging the credibility of information. They asked twenty-four students to keep online diaries of their interaction with information over a ten day period, in and out of college and across a variety of media and sources of information.

A major difference between their approach and mine is that their qualitative study was done in pursuit of yet another grand theory for understanding information interaction, as is made clear in the title of their article: "Developing a Unifying Theory of Credibility Assessment." Hillegoss and Rieh's (2008) goal is to theorize an aspect of information literacy in a variety of settings, but my goal was to offer accounts of contextualized information interactions that could elucidate the ways in which particular people in unique situations engage in specific practices. Hillegoss and Rieh's work only partially addressed my study's need for a contextualized approach to information literacy.

Workplace Information Literacy. Lloyd (2007) is not only insistent to centralize context when studying information literacy, she goes a step further by moving her research completely out of

the academic setting. She studied the ways in which novice firefighters were apprenticed into the information literacy practices of firefighting—when to consult which manual, how to find answers to questions related to fire, which seasoned member of the crew to trust on certain matters, and the like. Lloyd contrasts academic librarians' somewhat sterile conceptualization information literacy as formal, straightforward process devoid of interpersonal relationships with a much more complex, subtle, and vibrant alternative view that emphasizes social relationships.

Lloyd's (2007) focus on the social aspects of information literacy—informal learning through relationships—seems immensely important for my study. What interested me is the way students learn about information from friendships, from kinships, from colleagues, from instructors and from librarians with whom they have some sort of substantial relationship. "Connections," she asserts, are interwoven with *personal* connections, human relationships, community and identity in ways that make information literacy acquisition difficult to see. She inspires much of what I have attempted accomplish in my study—a study that sought to make visible the invisible aspects of becoming a researcher and that emphasized the complexity of connections among students, librarians, instructors and the information with which they interacted.

New Literacies Involving Information and Communication Technology. This is a study of students acquiring information literacy. Some of this acquisition involved printed books and periodicals, paper, pencils and pens, but because much of the participants' experience involved information and communication technology (ICT), it is important to ask how the literature of information literacy relates to new literacies involving ICT.

Information literacy and the new literacies involving ICT are often conflated both in librarianship's professional literature and among library and college administrators (Grafstein, 2007). Aspects of IL involving critical thinking are in danger of being overlooked due to a preoccupation with technology (Grafstein, 2007; Kapitszke, 2003). In response, the Associate of College and Research Library (ACRL, 2000) distinguishes between IL, an "intellectual framework," and ICT, a vehicle that may be used in its service.

Distinguishing between Information Literacy and the new literacies involving ICT is extremely helpful both in understanding the past and in shaping the future. Librarians have been instructing students in finding, evaluating and using information since at least 1880 (Grafstein, 2007; Hardesty et al., 1996). Librarians are concerned about the conflation of Information literacy and new literacies involving ICT for a number of pedagogical and professional reasons (Grafstein, 2007). This legitimate concern was shared by Ms. Morgan, the librarian-instructor in this study. However, the ACRL's distinction does not seem to place enough emphasis on the new literacies that ICT require. Although outside the scope of this study, a revised understanding of the relationship between Information Literacy and the research on new literacies of online reading is much needed.[11]

Research as a Human Right. My theorizing of new literacies was animated by Appadurai's (2006) assertion that research, which he defines as "the capacity to document, to inquire, to

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[11] For an overview of the new literacies involving ICT and for discussions of the differences between online and offline reading, see Leu et al. (2004) and Coiro, Knobel, Lankshear and Leu (2008).

analyze and to communicate results," is a human right (p. 175). It is an old and venerable idea—democracy requires an informed populace—with a new twist:

> One can hardly be informed unless one has some ability to conduct research, however humble the question or however quotidian its inspiration. This is doubly true in world where rapid change, new technologies and rapid flows of information change the playing field for ordinary citizens every day of the week (p. 177).

My theoretical framework was forged in the pilot project during the moments when small groups of three or four enthusiastic researchers engaged in inquiry that, like the researchers in Mumbai described by Appadurai (2006), directly impacted their lives: a student in her late 30s, for example, urgently seeking information about how political battles over bilingualism and multiculturalism are impacting her children's elementary education; another student, ten years younger, wanting to start a family and also needing to find a job, and therefore researching laws about maternity leave; two gay men from Mexico bravely outing themselves by asking Ms. Morgan in front of the class for a book on the history of famous homosexuals.

Appadurai's concept of "documentation as intervention"—that researching injustice is a form of political action—powerfully oriented my study by allowing me to chronicle both the obstacles facing ESL students and the struggles inherent in research without letting these obstacles and struggles take center stage. Instead, at the center of my study were groups of students working together with their instructor and librarian, often on research questions that mattered to them a great deal, to become researchers.

<div align="center">Second Language Acquisition & Information Literacy</div>

Finally, I will outline salient features of current socio-culturally oriented second language acquisition theory that informed my study. Because I observed ESL students, this literature had obvious and direct applications to the creation of a theoretical framework for my study. In addition, many of the themes and approaches of this Second Language Acquisition (SLA) research spoke analogously to information literacy theory. I will show how juxtaposing the literature of SLA with that of information literacy can offer important insights.

Research in SLA has been critiqued as generally myopic in terms of "language learning as social practice and language as a social phenomenon" (Firth & Wagner, 2007, p. 801). Research subjects who are "artfully adept" and "exquisitely able" frequently end up being portrayed as riddled with a host of deficits in SLA literature, which tends to be preoccupied "with the individual's linguistic and pragmatic failure (p. 801).

The direct implication for my study is obvious: the lens through which I studied the ESL participants in my study needed to be carefully examined for evidence of preoccupation with failure. I observed the study's ESL students talking, joking, collaborating, and creatively using all manner of shared resources in order to succeed academically and socially.

This was partly due to my training as an educator and as a researcher, but it is also due to the fact that the instructor and the librarian, Ms. Shah and Ms. Morgan, were steadfastly success-oriented in *their* approach, focusing on the students' successful ideas, emphasizing their achievement, and safeguarding their dignity, even when the confusion caused by "linguistic and pragmatic failure"

was significant. This is not to say that in my study I was not alert to the kinds of things that students don't know or need to learn, but only that I began with the assumption that the students were successful, capable, and creative—people who had overcome all sorts of obstacles simply in order to be physically present in the library.

What are the information literacy analogues to these critiques of SLA? Firth and Wagner's (2007) critique of a research mainstream that focuses on failure certainly resonates with calls by librarians for less attention on what students in the library cannot do and more focus on their success. Information literacy research literature is saturated with librarians reveling in their patrons' incapacities. For example, in a literature review on information literacy in community colleges, Fry (2009) asserts that researchers have found students lacking in everything from computer skills, which stymies them in using the library catalog and databases, to strong work ethics, which hinders their ability to try complicated information maneuvers, to decent memories, which keeps them from retaining librarians' advice.

Rampton (1997) critiques SLA research for its lack of interest in "context-sensitive, value-relevant, interpretive methodologies," tracing this lack of interest to the relatively short history of SLA research and the need of its researchers to be taken seriously as a science (p. 330). Again, the direct implications for a study of ESL students are clear, but there are also applications by analogy to the research of librarianship. Dick (1995) reports a similar historical explanation of library research: "In this pursuit of its social scientific status, the [library] profession embraced the ideals of neutrality and objectivity and sought to formulate laws and generalizations applicable to library-related activities. Issues involving values were thought to lie outside the sciences" (p. 229). Instead of conducting a study in the "techno-managerial tradition" that permeates librarianship's research literature (Pawley, 2003), I wished to emphasize how particular students interacted with information in particular contexts to accomplish particular goals.

Larson-Freeman (1997) describes SLA as "dynamic, complex, nonlinear" (p. 35). This approach proved as useful for studying students' acquisition of English as it was for exploring their growth as researchers. In fact, this way of understanding information literacy is an excellent antidote to librarianship's understandable need for order. Elmborg (2006) critiques much of the current view of finding, evaluating and using information: "With minor disclaimers, the process is presented as linear, from task initiation to completed project" (p. 194). Larson-Freeman's view of SLA resonates with Lloyd's (2005) approach to information literacy. Lloyd describes the process of "becoming information literate" as "not a linear or systematic process, but a simultaneous and interrelated process which enacts the individual into the discourse of the context" (p. 85).

Larson-Freeman's (1997) highlighting of complexity, Rampton's (1997) emphasis on context, Firth and Wagner's (1997) stress of students' capability—all of these approaches allowed me to focus on what I felt needs emphasizing in my study: micro-level examples of the solutions that students and their instructors created while engaged in the complex processes of acquiring academic English writing and researching practices.

Conclusion

What does all of this signify for my study's framework? First, the need to revise community college ESL instruction is clear. High ESL dropout rates attest to the dysfunction of current instructional approaches. To be sure, improving community college ESL instruction is only a part of the K-16 educational reform needed to address the problem, and educational change, in turn, is only a piece of necessary macro-level societal transformations. However, when the community college is confronted with figures like Sengupta and Jepsen's (2007) 65% attrition rate, could it be that its deficit-oriented view of ESL students is what enables it to offer an institutional shrug? Rather than overhauling instructional approaches in a substantive way, community colleges tinker around the edges—an isolated learning community here, a bit of tutoring there, or a slight modification of the ESL course sequence. By focusing on the ESL students' deficits, the college can continue to think of the solutions with a kind of "before and after" mentality—*first* the students' language deficits must be addressed and *then* college-level learning can proceed.

Upon this deficit-oriented view is built the mistaken notion that students can enter some sort of ESL carwash—a linear, straightforward, and unproblematic process that will remove deficiencies and apply a coat of "basic skills" wax—then exit college-ready. Students must have ESL support concurrent with mainstream coursework throughout their community college experience, not only before entering college-level courses. They also require robust learning experiences— contextualized learning with plenty of opportunity to think critically—starting at the earliest levels of ESL. At these early stages, it is necessary for students to have access to texts, discussions, and assignments with which they can develop the kinds of practices needed in college-level courses. It is essential that they receive instruction that conceptualizes their linguistic and cultural practices as resources.

This support is far from simple to deliver, but one promising way forward is the learning community structure. The fact that librarianship has made meager forays into the learning community movement only heightens the significances of the learning community in this study, which appears to be the only one extant that is connected to an ESL course.

In this study, I wanted a framework that would foreground the application of the students' resources in overcoming obstacles inherent in acquiring language and research practices. I also wished to reveal the intertwined nature of the students' acquisition of these emerging language and research practices. Research is difficult from beginning to end. From choosing a topic (Chapter 4) to formatting the hanging indentation of a citation (Chapter 7), there are plenty of obstacles that thwart researchers, but I wanted to learn how the students in this study overcame these obstacles by drawing on their resources. Next, I affirm the need for a framework able to focus on the contextualized nature of the learning that I observed—those points where Ms. Morgan's ability to get students excited about specialized encyclopedias, for example, was inextricably linked to Ms. Shah's desire to teach students subtle differences between terms such as "gender" and "sex" (Chapter 5). Next, I posit a viewpoint that assesses students' progress based not only on straightforward standards, such as how well they cited their sources (Chapter 8), but on more elusive criteria, such as how they made connections between outside sources and their own experiences (Chapter 6). To be sure, a dissertation about ESL students gaining mastery over parenthetical citations is not worth reading, but a study that captures a student's attempt to

incorporate King's "I Have a Dream" into his essay about "the DREAM Act" (Chapter 6) might prove useful.

Researching the Researchers *3*

> "Everyday teaching and learning are complex social happenings, and understanding them as such is the grand purpose of qualitative case studies" (Dyson and Genishi, 2005, p. 9).

> "Our society is massively political, outrageously inequitable. Surely, though, this has nothing to do with ethnography in general, nothing to do with methodology and epistemology, nothing to do with the social functions of social science research" (Scheurich, 2002, p. 51).

The basic methodological choice of my study—to carry out a qualitative case study influenced by critical ethnographic approaches—came in large part from a frustration with much of the methodology of information literacy research, which rarely grapples with what Dyson and Genishi describe above as the "complex" and the "social" and what Scheurich calls the "outrageously inequitable." (Kaptizke, 2003; Luke & Kapitzke, 1999). The chief complaints about methodology in the research of librarianship are its lack of theoretical grounding (Elmborg, 2006; Kuhlthau, 2004); its impoverishing pursuit of neutrality, objectivity, and generalization in a century-old desire to be accepted as a science (Dick, 1995; Weissinger, 2003); and its lack of self-critique in terms of the library's relationship to social inequities (Gage, 2004; Harris, 1973; Weigand, 2000).

It is not the case that research on information literacy does not employ a case study approach; the bulk of information literacy's literature is composed of straightforward descriptions of specific librarians' approaches to teaching students in their libraries. And qualitative methods, including participant observation, interviews, and focus groups, are also found in great abundance in this literature. However, what is missing, generally speaking, is a methodology that allows for sensing what Willis (1980) deems essential to critical ethnography: "a submerged text of contradictions, inconsistencies and divergencies [sic]" (p. 91).

When qualitative case study design employs ethnographic methods in studying information literacy, the descriptions of participants are as thin as a card catalog's bibliographic entry for Clifford Geertz's (1973) *The Interpretation of Cultures.* In their recapitulation of Geertz's famous distinction between thin and thick description, Kincheloe and McLaren (2000) capture the complex, dynamic and contextual aspects of social phenomena that I sought in my study, calling for methodological approaches that:

> transcend the inadequacies of thin descriptions of decontextualized facts and produce thick descriptions of social texts characterized by the context of their production, the intentions of its producers, and the meanings mobilized in the process of its construction (p. 97).

Influenced by critical approaches to ethnography (Willis, 1980; Willis and Trondman, 2002; Kincheloe and McLaren; 2002; Carspecken, 2002; Losey, 2004), this study sought to link the students' micro-level experiences in the classroom to the macro-level economic, social and

political structures that reproduced unequal social relations. This study's participants were well-acquainted with negotiating these structures. In fact, some of the students in the pilot study and at least 1 student in the study heroically surmounted physical structures to enter the country.

All of the participants' lives involved far more subtle structural obstacles: obstacles involving classism, sexism, racism, homophobia, xenophobia, Islamophobia, and other "isms" and "phobias" that could keep a librarian cataloging distractedly for months. Rather than focus exclusively on these obstacles, I sought first to describe them and then, crucially, to identify the participants' strategies for dealing with them. Specifically, I wished to discern the hurdles that students faced in their attempt to become novice researchers and to understand the solutions that they and their instructors crafted to overcome them.

General Purpose. This study was about community college ESL students' information literacy—it was a qualitative study using ethnographic methods by a community college librarian who wanted to know more about ESL students' practices, attitudes and beliefs concerning information. I wanted to gain a holistic sense of what was going on when students were given an assignment in their ESL class that involved finding, evaluating and using information on a topic or an issue.

Specifically, this study aimed to examine the developing information literacy practices, beliefs, and attitudes of ESL students in a community college learning community: Academic Scholarship and Success. This learning community consisted of two linked courses. ESL 300: Composition for Non-Native Speakers was the most advanced ESL course at Ladera. It was a writing course one level below college-level English. The college catalog described the course this way:

> In this course, students learn to plan, organize, compose, and revise expository essays based on the analysis of complex pieces of writing, both fiction and nonfiction. In addition, students review and follow the conventions of standard written English including punctuation, mechanics, grammar and sentence structure. Successful completion of ESL 400 qualifies students for entrance into ENGL 10.

LIBR 10: Introduction to Library Research, a one unit course taught by an instructional librarian, was a course introducing students to the library and to undergraduate research (LIBR 10: Introduction to Library Research). It was described in the college catalog in this way:

> Introduction to information research for any major or profession. Students learn to how recognize the need for information, develop a search strategy, find and evaluate print and digital resources, synthesize and integrate the information they find, and use outside resources legally and ethically.

Contributing to librarianship's ongoing pursuit of powerful ways to teach students about information, this study adds to our understandings of one particular area of academic discourse acquisition in a second language—how ESL students learn to interact with information in the context of community college.

Research Questions. To analyze the data that I collected while studying this complex phenomenon, 5 pairs of guiding questions were posed. Each of these 5 questions is explored in its own chapter as shown in Table 3.1.

Table 3.1

Research Questions

Question	Chapter	Research Questions
1	Chapter 4: Finding Information: Beginning Researchers Begin Researching	When seeking information in books, articles, websites and other sources to use in their ESL assignments, what are the obstacles that students face? What are the strategies that students and instructors construct to overcome these obstacles to seeking information?
2	Chapter 5: Evaluating Information: Background Knowledge Required	What are the obstacles that students face when evaluating information to use in their ESL assignments? What are the strategies that students and instructors construct to overcome these obstacles to evaluating information?
3	Chapter 6: Using Information: Incorporating Ideas from Outside Sources	What are the obstacles that students face when using information in their assignments? Specifically, what are the difficulties involved in incorporating ideas from other sources? What are the strategies that students and instructors construct to overcome these obstacles to incorporating ideas into their assignments?
4	Chapter 7: Using Information: Documentation of Sources	What are the obstacles that students face when using information in their assignments? Specifically, what are the difficulties involved in documenting information sources? What are the strategies that students and instructors construct to overcome these obstacles to documenting information sources in their assignments?
5	Chapter 8: Portfolios, Incorporations and Determination	When looking at the entire corpus of the students' work over the semester from a quantitative perspective, what patterns surface in the students' incorporation of outside sources of information? What was the relationship between the learning community's structure and these patterns of incorporation?

In Chapter 4 I will address Research Question 1 by describing the ways in which the students learned to seek information in LIBR 10 for various assignments in ESL 300. The evaluative aspect of the research process—how students determined which sources to use—will be discussed in Chapter 5, while the using stage of research—the means by which students incorporated sources into their essays and presentations—will be explored in Chapters 6, 7 and 8.

Although this organizational structure, based on the Information Literacy Competency Standards for Higher Education (Association of College & Research Libraries, 2000), risks compartmentalizing parts of the research process that are highly interwoven, it allowed for a fine-grained analysis of the teaching and learning of research practices thematically across many contexts.

The correspondence between the ACRL (2000) information literacy standards and the structure of my research question is described in Table 3.2. Often in librarianship research and in practice ACRL's information literacy standards are collapsed into three broad categories: finding, evaluating and using information. These three categories provided the main structure for this study.

Table 3.2

Relationship between Research Questions & ACRL Information Literacy Standards

Research Questions	ACRL (2000) "The information literate individual is able to…
1 Finding Information	-determine the extent of the information needed. -access needed information effectively and efficiently.
2 Evaluating Information	-Evaluate information and its sources critically
3 Using Information: Incorporating Ideas	-Incorporate selected information into one's knowledge base -Use information effectively to accomplish a specific purpose
4 Using Information: Documenting Information	-Use information effectively to accomplish a specific purpose
5 Using Information: Patterns of Incorporation	-Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally"

 Origins of This Study's Learning Community. Part of a trend to create learning communities to support ESLs (Bunch, 2008), the courses in my study were paired in order to address perennial issues involved in community college ESL instruction. First, the problem of under-preparation for college level courses was important to Ms. Shah, the ESL instructor who proposed the pairing of the two courses. She wanted her students to have more research skills so that they would enter the next course in the sequence, English 1, Ladera's first college-level English course, better positioned to thrive. Second, trying to address the demoralization that many ESL

students experience due to the length of the course sequence and its lack of transferable credit, a dean who was instrumental in early planning for the pairing felt that the one unit of credit that students would receive for Library 10 would be a glimmer of light near the end of the long tunnel of non-credit ESL coursework, especially since Library 10's one unit is transferable to CSUs and UCs.

Both Ms. Morgan, the librarian who taught Library 10, and I were enthusiastic about creating the learning community for a number of reasons related to information literacy instruction. First, we had offered a semi-self-paced, workbook-based version of Library 10 for many years, but it was plagued with low enrollment and anemic learning. Although students with excellent motivation and time management skills generally gained a good introduction to the library and to the world of research, many of the students fell behind in the lessons, misunderstood much of the content and fared poorly. Between 2003 and 2009 the course was offered every fall and spring semester and during most summer sessions. An average of 15 students enrolled each semester, with an average of 60% of these students eventually withdrawing from the course or being withdrawn by the librarian.

Second, Ms. Morgan and I and other adjunct librarians at Ladera were dissatisfied with the instruction we were offering in library orientations, the main way that information literacy was delivered at our college. This dissatisfaction with traditional library orientation, coupled with the orientations' persistence as the main mode of delivering information literacy instruction, was found throughout academic libraries (Baker, 2006). For example, before ESL 300 and Library 10 were paired for the first time in the spring semester of 2009, Ms. Shah had brought her ESL 300 students from previous classes to the library for orientations, but both she and I, the librarian giving those orientations, agreed that there were far too many concepts and techniques to cover in one or two sessions.

In addition, there was another theoretical and practical issue that the librarians and the ESL instructor wished to address by creating a learning community. In the years before the learning community model was created, library orientations for the ESL instructor's students—indeed, for all students—were designed in haste with almost no time for the librarian and the instructor to collaborate. Therefore, the instruction that the librarian gave to students was fairly generic in nature and not very well aligned with the instructor's goals. A major goal of the learning community was to have time for creating and teaching information literacy curriculum that was more carefully aligned with the content of ESL 300.

Between the inception of the learning community in Spring, 2009 and the study in Spring, 2011, there were four cohorts of the learning community, all of which I informally observed, steadily increasing my involvement each semester. I began to envision a study that would attempt to capture the obstacles that students faced in finding, evaluating and using information and the solutions that they and the instructors constructed to address these obstacles. These three semesters of observations led to a pilot study during the Fall, 2010 semester.

Site Selection. Although learning communities have been well-documented as strategies for increasing student success in community colleges, extensive research involving both conventional searches of the scholarly literature and more informal means of communication within librarianship such as e-mails and listservs uncovered not a single instance of a learning

community consisting of an ESL course and a course introducing ESL students to research. This site appeared to be unique, and, as such, offered important contributions towards understanding more fully how to prepare ESL students for college-level research. The uniqueness of this study's site, therefore, coupled with the instructor's and librarian's enthusiastic desire to be studied, led to my decision to select it.

Site Description. With an annual enrollment of 5032 full time equivalent students (FTES) (CCCO, 2009-2010), Ladera Community College was the smallest of the three colleges in its college district, among the smallest community colleges in its geographical area, and was among the smallest fourth of California's 112 community colleges. It was located in a densely populated suburb in a major metropolitan area. The college's physical setting attested to the highly stratified economic condition of the area. Perched on a hill overlooking an affluent community, the college served students from some of the poorest neighborhoods in California. Ladera offered a typical mix of community college classes, including basic skills, general education and vocational courses. The college was involved in several partnerships with local universities, both state and private, to offer upper division courses on the campus that led to baccalaureate degrees. Built in 1968, the college was originally completely white in color and stark in design. A series of campus-wide construction and remodeling projects, begun in 2003 with funding from a county bond measure, added discreet brown accents to a small number of the campus' buildings.

The history of the architecture's coloring scheme matched the coloring of the community and of school's demographics over the course of the college's 43 year history. When the college was built in 1968, the school and surrounding communities were overwhelmingly white, with fewer than 20% of both populations non-white. Latinos constituted approximately 8% of the county's population, African-Americans approximately 4%, and Asian-Americans/Pacific Islanders approximately 2%. By 2010, the county was much more diverse: fewer than 40% of its population white, while 24% of the county's residents were Asian-American, 21% were Latino, and 11% were identified as "other". The African-American population of the county had shrunk from approximately 4% in 1968 to 2% in 2010.

Ladera, designated a Hispanic Serving Institute in 2000, had a student body consisting of 43% Hispanic, 34.8% Caucasian, 7.7% Asian, and 3.1% African-American students, 66% of which are female, and 14% of which did not graduate from high school. Less than a quarter of the students took college prep courses in high school and roughly 80% of students work at least 20 hours per week (LCISR, 2007).

Ladera had only 64 tenured or tenure-track instructors (CCCO, 2010). Although demographic statistics for the college's staffing were not available, they appeared to be similar those of the district. The district's faculty was 63% white, 16% Asian/Pacific Islander, 12% Hispanic and 6% African American. The district's staff was somewhat more diverse, with 49% white and slightly higher or similar percentages of Asian/Pacific Islanders, African Americans and Hispanics. Although a Latina had been the college president for several years during the early 2000s, during the time of my study in 2011 the college president, the 2 vice presidents, and 4 of the 5 deans were white.

The library, which was the main setting for my study, was located on the top floor of the three-storey Student Resource Center, which was built in 2007. Located in the center of the small

campus, the Student Resource Center was the college's largest building. ESL 300 met on Tuesdays and Thursdays mornings. For the first 6 to 8 weeks of the semester Ms. Shah usually taught her students on Tuesdays in a classroom across the college's grassy central "quad". She taught them on Thursdays in the library's classroom, a computer lab filled with 36 Mac computers. Ms. Morgan, the librarian in my study, taught her one hour portion of the learning community immediately after Ms. Shah's Thursday session in this same room—named the Information Literacy Center.[12] Gradually, Ms. Shah stopped using the classroom across campus on Tuesdays and taught in the library's classroom whenever it was available. When the library's classroom was not available due to information literacy instruction being given to other classes, Ms. Morgan and I reserved for the class an area of the library usually used by library patrons.

The library's classroom was used by Ms. Morgan, two adjunct librarians and me to teach an average of three 80 minute library orientations per week throughout the semester. These orientations were requested by instructors across campus and were scheduled during their class periods. When the room was not being used to teach information literacy, it was available for student use. Instructors from across campus, especially composition instructors, also asked to use this room for a variety of reasons: for in-class writing workshops, for in-class research workshops without a librarian, and for taking exams. On the walls of the room were two posters: one of the Dewey Decimal System and the other of the Library of Congress Classification System. Also on display were flyers announcing events on campus. Next to the flyers there were a couple of poems written by a Ladera student in Spanish and English.[13] During the course of the study, a set of 4 large pieces of artwork created by students in the college's interior design program were installed on the four walls of the room.

Participant Selection. Ms. Amina Shah, the ESL instructor, was in her mid-40s. She grew up in Faisalabad, Pakistan, the daughter of a Pakistani father and a British mother. She had moved to the United States approximately 25 years earlier when she married a Pakistani-American engineer working in Silicon Valley. Ms. Shah's first and only languages were English and Urdu. She spoke English with a Pakistani-Anglo accent. She had taught ESL at Ladera for almost 10 years. We had been colleagues since I arrived at the college 7 years prior to the study. Early in our relationship we proposed to the administration a learning community similar to the one in my study, but we were turned down.[14] Ms. Shah had received an Ed.D. from the University of San Francisco three years prior to the study. She had two sons, one in high school and the other in college. The younger son volunteered in the library during the summers of 2009 and 2011, and the older, Ali, was sometimes found studying in the library prior to the study, since he was currently enrolled at Ladera. Ali was hired as a student worker in the library

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[12] This name was given to the library's classroom when the library opened in 2007 on the advice of librarians at other institutions who had seen their library classroom appropriated as a regular classroom used to teach courses across campus.

[13] The poems were written by a student who started at Ladera in a beginning ESL class, worked his way through the program -- including ESL 300 with Ms. Shah -- took college-level courses, and transferred to SFSU, where he earned a bachelor's degree. During the semester of my study this student was in a creative writing master's degree program at SFSU.

[14] Our proposal included an expensive component—release time for us to collaborate. The learning community in my study does not allow for any paid time for collaboration. Instead, Ms. Shah and Ms. Morgan met and e-mailed as they were able, usually in Melissa's office or in other parts of the library.

early in the course of this study. At the circulation desk, he had some interactions with students in the study while carrying out typical library tasks, such as checking in and out books.

Ms. Melissa Morgan, the librarian, was 40 years old. She grew up in Santa Cruz and still lived there. A white woman, Ms. Morgan spoke fluent Spanish. She had a master's degree in comparative literature, a master's degree in library and information science, and a Ph.D. in history. Her husband taught pre-collegiate English at UC Santa Cruz, as had Ms. Morgan occasionally, and her two children attended a bilingual (English and Spanish) immersion elementary school. Ms. Morgan was hired as a librarian at Ladera two years prior to the study, passing up an opportunity for full-time employment in the library of a nearby prestigious research university. Ms. Morgan reported that one of the reasons she chose the relatively low status job at Ladera over the high status university position was because she felt that at the college she could have a greater impact on student equity issues. Ms. Morgan had an excellent working relation with Ms. Shah.

The demographics of the study's 31 students were similar to the students in the previous four cohorts of the learning community, taught each semester by Ms. Shah and Ms. Morgan since Spring of 2009 (Table 3.3 and 3.4). Each semester, Latino students, especially students from Mexico, predominated, with students from a variety of other countries—Russia, Poland, Tunisia, Israel, Thailand and many others—making up a sizable minority.

Table 3.3

Students Registered for the Learning Community [15]

Students	All	Never Attended	Withdrew	Changed Section
Total	31	3	4	1
Female	20	3	3	1
Male	11	0	1	0
Latina/o	19	2	3	0

Of the 4 students who withdrew, 1 withdrew in the first 3 weeks of the course, 1 after 6 weeks, 1 after 8 weeks and 1 at 12 weeks. My study focuses on the 23 students who completed the course and the 1 student who withdrew at 12 weeks.

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[15] Students were required to enroll in both ENGL 300 and LIBR 10, and no other students were allowed in either of the courses.

Table 3.4

Students Who Completed the Learning Community

	Total Number	Total Percent[16]	Male Number	Male Percent	Female Number	Female Percent
Total	23	100	10	43	13	57
Latino/a	14	61	6	26	8	35
Non-Latino/a	9	39	4	17	5	22
Brazil	1	4	0	0	1	4
Colombia	1	4	0	0	1	4
El Salvador	5	22	3	13	2	9
Guatemala	1	4	1	4	0	0
Mexico	5	22	2	9	3	13
Peru	1	4	0	0	1	4
Burma	1	4	1	4	0	0
Ethiopia	1	4	0	0	1	4
Iran	2	9	1	4	1	4
Jordan	1	4	0	0	1	4
South Korea	1	4	1	4	0	0
Philippines	1	4	0	0	1	4
Turkey	2	9	1	4	1	4

Next I will describe basic demographic information about the 23 students who completed the course. (Table 3.5.)

Country of Origin. Of the 23 students who completed the course, 14, or 61%, were Latinos, with 5 students from Mexico, 5 from El Salvador, and 1 each from Colombia, Guatemala, Peru, and

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[16] All percentages in this table were calculated based on 23 total students who completed the learning community

Brazil. The other 39% of the students included 2 students from Iran, 2 from Turkey, and 1 each from Burma, Jordan, the Philippines, and South Korea.

Age and Gender. The students ranged in age from 18 to 40, with 4 recently graduated from high school, 9 more in their early 20s, 7 in their early 30s, and the remaining 3 in their mid-30s to 40. There were more women (n=13) than men (n=10) in the course, as had been true for every cohort of the course since it began.

Relationships and Living Situations. Students reported a range of relationships and living situations, including 12 single students, 4 married students, 1 male who was divorced, 1 female who lived with her boyfriend, 1 male who lived with his boyfriend, a male and female who were engaged to each other, and two Catholic nuns who lived with other nuns at a church in a nearby city. All of the married students had at least one child, including one student whose wife had their first baby during the study. The divorced male student had three children.

Immigration. All of the students had been born outside the United States. Their length of time living in the US ranged from 6 months to 15 years, with the average length of time 4.5 years. Three students had gone back to their country of origin to live for at least 1 year. Although 2 students arrived here within the last year, and four arrived here at least ten years ago, 17 of the students had been here between 2 and 10 years.

Work. The vast majority of students (83%) were employed, with a range from 6 hours to 40 hours of work per week and an average of 24 hours per week. Only 4 students did not work. Of these students, 1 student asked for a job in the library because his student visa did not allow him to work off campus; 2 students reported on the last day of class that they were hoping to work over the summer; and, 1 student was considering looking for a job. Approximately a third of the students worked 35 or more hours per week.

Table 3.5

Students' Demographics

Name	Gender	Country of Origin	Age	Relationship/Living Situation	Years in US	Hr/Wk Work*
Aral	Male	Iran	20**	Single	2	32
Armelita	Female	Philippines	21	Lives with boyfriend	10	30
Bash	Male	Turkey	21	Engaged to Gisem	10	35
Celia	Female	Mexico	40	Nun	2	***
Donald	Male	Korea	19	Single	<1	0
Fernanda	Female	Brazil	21	Single	1	40
Gezim	Female	Turkey	22	Engaged to Bash	3	35
Ignacio	Male	Mexico	18	Single	4	22
Jaime	Male	El Salvador	21	Single	4	0
Jose	Male	Guatemala	31	Divorced; 3 children	15	40
Lucia	Female	Mexico	34	Married; 3 children	10	30
Maira	Female	Iran	25	Single	2	35
Marcos	Male	El Salvador	32	Married; 1 child	2	40
Mariana	Female	Mexico	35	Nun	2	***
Martina	Female	Colombia	32	Married; 2 children	4	6
Mihret	Female	Ethiopia	21	Single	2	35
Nadimah	Female	Jordan	32	Married; 2 children	3	12
Renato	Male	El Salvador	20	Single	2	0
Rigoberto	Male	Mexico	30	Lives with boyfriend	5	20
Sara	Female	El Salvador	19	Single	4	25
****Sion	Female	Am. Samoa	19	Single	3	25
Shway	Male	Burma	34	Single	10	0
Susanna	Female	El Salvador	19	Single	4	0
Valentina	Female	Peru	30	Single	4	40

Note. Underlined names: focal students.
* This table does not express the hours of unpaid work involved in homemaking and child rearing, a point contested by students in the pilot study.
**Some ages are estimates.
*** The nuns were very much employed at their church, but they expressed mixed feelings about calling these activities work.
****Sion, one of the six focal students, did not complete the course. I did not include her information with the other 23 students when describing demographic information above, such as ranges and averages.

Choosing six focal students allowed me to have a mix of backgrounds, including gender, ethnicity, level of education in home country, success in the course, and length of time in United States. I selected focal students based in part on regular attendance. Once I made these selections in late March, I focused my attention on these students during class sessions, although I continued to observe all of the students.

I also provided the focus students with tutorial/interview sessions, during which I helped them with their assignments, asking questions about their work as we went along. There was a total of approximately 14 of these tutorial/interview sessions, unevenly distributed among the six focal students. There were also approximately 3 tutorial/interview sessions with other students in the study. All of these sessions, which averaged 45 minutes and ranged between 20 minutes and 2 hours, tended to cluster around essay assignment deadlines. Scheduling these sessions proved difficult with most of the students, so I tried to exploit opportunities as they arose. For example, when Ms. Shah held in-class writing workshops, I worked with as many of the focal students as time permitted. I videotaped and transcribed most parts of these tutorial/interview sessions. I also saved drafts of the students' essays so that I could analyze their progress on an assignment over time. During these one-on-one sessions I made enormous progress in understanding the students' information literacy practices.

Limitations. One of the students, Sion, dropped out of the ESL component of the course in mid-April, 12 weeks into the course, but with Ms. Morgan's permission, continued, at least technically, to be part of Library 10. This student, however, soon stopped coming to Ms. Morgan's class.

I make no claims about having a representative range of ESL students. There were, of course, no evening students at all in this study, and yet many of the college's ESL students' work schedules prevent them from attending college except in the evening. For the first time in the history of the learning community, there were two sections—the day section, which I studied, and an evening section, which I visited only twice very briefly. Both Ms. Shah and Ms. Morgan commented repeatedly, sometimes independently and sometimes together, that the evening section of the course seemed to have a more mature, engaged mix of students than the day section.

Positionality. Having worked at Ladera as a librarian for seven years, I had a close and friendly relationship with Ms. Shah and Ms. Morgan. Because Ladera's library had just two full time librarians, Ms. Morgan and I were even closer than two librarians who might have worked in a bigger library. In addition, Ms. Shah and I were both on Ms. Morgan's tenure committee. This committee played a minor role in the first years of Ms. Morgan's time at Ladera, offering her words of encouragement and gentle admonitions to avoid overextending herself. All three of us remarked on our trusting and cooperative relationships, but over the course of the study, Ms. Shah did mention from time to time that, were it not for that trusting relationship, she would find my class observations somewhat intimidating. All three of us agreed with my dissertation committee's concern that one of the greatest challenges of our close relationship would be my ability to be sufficiently critical of their teaching. This concern was balanced by the benefits that flowed from being so deeply embedded in the site.

Choosing to conduct research in a library in which I was a librarian and in which faculty, staff, administrators and students knew me, allowed me intimate knowledge of the culture from the librarian's perspective. It was important to find ways to balance participating with the students, Ms. Shah and Ms. Morgan and observing them. Building close relationships with the subjects of the research was crucial, and there was enormous potential for insight when helping students or assisting in teaching, but it was difficult for me to do both at times. For example, while observing other students in the same learning community during the pilot study, I often would roam around the classroom answering questions, troubleshooting technical problems and spontaneously engaging in instruction with both Ms. Shah and Ms. Morgan. During the study, however, I offered only minimal assistance to students and few substantive comments during class sessions. This stance freed me to observe the learning community more thoughtfully.

During class sessions, I was primarily a quiet observer, making small talk before class and during breaks and helping students in minimal ways. Ms. Shah and Ms. Morgan indicated that they were flexible about my contribution to their classrooms, allowing me to make comments from time to time, asking me questions in front of the class, and occasionally requesting low level assistance, such as passing out and collecting papers. Occasionally students approached Ms. Morgan, other library personnel and me for help at the reference desk and the circulation desk outside of class time both for topics related to the learning community and for other topics. I have included these interactions in my study when appropriate.

Even had I not been investigating students and colleagues in my own institution, I would not have conceptualized my positionality as an objective or passive observer. Rather I adopted Kramsch and Steffenson's (2008) ecolinguistic stance on the positionality of the researcher, which is unambiguous in its siding with the weak against the strong, the small against the large, and the minority language learners' rights:

> The researcher sees him/herself as participant, i.e. as related to the object system under investigation. This is contrary to the positivist objectivism of the Cartesian–Newtonian era in science, but in accordance with key tenets of quantum physics and systems theory….This non-dualist epistemology requires an explicit axiological stance; since the researcher interferes with the object under study, he/she is committed—as meticulously, conscientiously and explicitly as possible—to a praxis that furthers a development which is beneficial. (p. 19)

This stance is contrary to that of most researchers in librarianship, who tend to adopt a positivist approach (Weissinger, 2003). Librarianship researchers also tend to omit explicit discussion of their positionality as researchers. In this study, I attempted to heed Gutierrez and Orellana's (2006) call for more self-reflection in terms of positionality:

> "[T]he work of researchers has to be as much a study of our own views vis-a-vis cultural communities and positionality as instantiated in the genre, as it is a study of the phenomenon at hand" (Gutierrez & Orellana, 2006, p. 507).

As I reflected on my study of the intertextual and transcultural aspects of novice researchers, Gutierrez and Orellana's (2006) insistence on self-reflection spoke to me in two ways. First, Gutierrez and Orellana encourage self-reflection as I engaged in the study of ESL students—

reflection on, for example, my views as a white, middle-class male librarian studying diverse library patrons; on my beliefs as a monolingual English speaker exploring ESLs' experiences; on my assumptions as a community college instructor observing the students I teach; and, on my practices as an employee of an institution, Ladera College, critiquing its allocations of money, personnel, and space.

Second, Gutierrez and Orellana (2006) also spoke to the subjects of my study, researchers who were learning how to do research "on the phenomenon at hand" and simultaneously were learning how to reflect on their unfolding understanding of what it means to be a researcher, what it means to be positioned, positioned here and not there, or positioned both here *and* there, vulnerably situated on the margins of academia and, because of that very vulnerability, powerfully positioned to interrogate. I needed methodological approaches that would neither romanticize the students' marginalization nor portray it as the essence of their identities (Gutierrez & Orellana).

<div align="center">Data Collection & Analysis Procedures</div>

Observations and field notes. Ms. Shah's 5 unit ESL 300 course met Tuesdays and Thursdays mornings from 9:45-12:00. Ms. Morgan's 1 unit Library 10 course met Thursdays from 12:10-1:00, ten minutes after Ms. Shah's class finished. I studied the learning community, writing descriptive field notes while observing and participating (Bogdan & Biklen, 1998), for all parts of every session from the first day of class on January 18, 2011 until March 3. Attending all of these sessions and completing almost all of the readings that the students had to read for homework, gave me a solid foundation for my study. The study formally began on March 2, when I received IRB approval, and ended on May 24, the last day of the course. I was careful to organize my field notes created prior to IRB approval in a separate folder from my documentation created on and after March 3. On March 3, I introduced my project to the students and asked the students for their willingness to volunteer for the study. All students expressed a willingness to participate fully, as did Ms. Shah and Ms. Morgan.

With the students' and instructors' informed consent, I continued to attend almost all parts of all of these three class sessions each week, videotaping almost constantly. Very infrequently I attended only some of Ms. Shah's English 300 sessions, but even in these few cases I managed to observe at least half of the period. I observed and videotaped all of every Library 10 session, since this part of the learning community was of special significance to my study. All participants appeared to become comfortable with my videotaping after a very short period of time. Indeed, after just one session no one even commented on my taping. Two ways in which I judged the students' comfort level: 1) students continued to sneak long looks at Facebook and video clips of soccer games during class even when they realized I was recording this behavior. 2) One student illicitly fed answers to another to fill out a homework assignment in front of me, knowing that I was filming.

Notes included accounts of participants' words and actions, with special attention given to finding, evaluating and using information. I chose my focal students by the beginning of March, and my observations after that reflected increased attention to those students' actions and behaviors as well as their interactions with Ms. Shah, Ms. Morgan and the other students.

Interviews. I formally interviewed Ms. Shah and Ms. Morgan twice. I videotaped and transcribed those interviews. I videotaped informal discussions of class sessions with both of them immediately after the sessions concluded, meetings between the instructors, and some one-on-one assistance during office hours.

Surveys. 21 students completed three surveys (2 students were absent) about their work lives, their academic experiences and use of academic support, such as tutoring, at Ladera, and their relationship with other students in the class.

Focus Group Lunch. On April 19, all 6 focal students agreed to participate in a lunch held in a conference room in the library during which they discussed their experiences at Ladera in general, their thoughts on the learning community, and their use of information in and out of school. Only 4 of the 6 students attended. One of the missing students was in the process of withdrawing from the course and, although she offered to come to the lunch, did not attend. The other absent student missed the lunch due to having been in the hospital. He volunteered soon after to be interviewed independently using the same questions. Both this interview and the lunch were videotaped and the students' contributions were transcribed.

Information Audio-Visual Diaries. Following the research design of Rieh and Hillegoss (2009) which employed information diaries, I asked all of the students to keep information audio-visual diaries for a period of a few days in May. Of the 5 focal students, four participated. Giving each of the 4 students a disposable camera and an audio recorder, I encouraged them to record everyday events in which they interacted with information at work, while shopping, at the post office, etc. These audio-visual diaries were originally intended to be a major way I looked at students' information interactions outside of school, one of my original research emphases. However, as the study unfolded, the study's focus shifted toward the ways in which students found, evaluated and used information in LIBR 10. I transcribed the audio component of the diaries and examined the photos that the students took, but I did not end up using the audio-visual diaries directly due to their brevity and my changing research questions. The photos and audio underscored the full lives of the students—lives centered not on school as much as family, home, and work.

Photography, Video, Websites. I videotaped almost every moment of every class session of the study. The transcriptions of these tapes allowed for discourse analysis (Fairclough, 2004) and also served to supplement my field notes.

For documentary purposes and to help with descriptive field notes, I took photographs of the students and the students' work. Ms. Shah used a great deal of technology in her teaching. She accumulated a great deal of materials on the courses' website, almost all of which was examined for this study. Each student created a website—an online portfolio of their major assignments and their reflections on these assignments. These student websites were all linked to the course website. I used all of these digital artifacts to analyze the students' work.

Artifacts. I collected copies of literacy artifacts that were central to key events that I observed. Usually these took the form of essays, annotated bibliographies, and informal written assignments done individually or in small groups. I also collected college-produced artifacts,

including flyers, bulk e-mails to students and other notices, for thematic analysis and background information.

Books. I obtained copies of the two books that students read and wrote about for textual analysis and background information. These two books were Howard Gardner's (2006) *Five Minds for the Future* and *Fifty Essays: A Portable Anthology*, edited by Samuel Cohen (2007). I also had access to a copy of *Rules for Writers* (Hacker, 2010), a handbook that the students consulted for assistance with composing and formatting their essays.

Data Analysis Procedures. Table 3.6 shows the relationship between the study's research questions, the sources of data gathered to answer them, and the kinds of analysis carried out on the data.

Table 3.6

Research Questions & Methods Matrix

Research Question	Research Questions	Data Sources	Methods of Analysis
1	When looking for information in books, articles, websites and other sources to use in their ESL assignments, what are the obstacles that students face? What are the strategies that students and instructors construct to overcome these obstacles?	-Field notes of observations of literacy events -Interviews with students and teachers -Photographs of textual artifacts in classroom created by instructor, librarian, and/or students -Videotapes of information literacy events	Used Atlas. Ti throughout analysis: - thematic analysis and coding of transcriptions of videoed classroom information literacy events - thematic analysis of key transcriptions of videoed ESL 300 literacy events - thematic analysis of transcriptions of interviews with focal students and instructors - document analysis
2	What are the obstacles that students face when evaluating information to use in their ESL assignments? What are the strategies that students and instructors construct to overcome these obstacles?	-Field notes of observations of literacy events -Interviews with students and teachers -Photographs of textual artifacts in classroom created by instructor, librarian, and/or students -Videotapes of information literacy events	-thematic analysis and coding of observed classroom information literacy events -thematic analysis of interviews -document analysis - ATLAS/ti
3	What are the obstacles that students face when using information in their assignments? Specifically, what are the difficulties involved in incorporating ideas from other sources? What are the strategies that students and instructors construct to overcome these obstacles?	-Field notes of observations of literacy events -Interviews with students and teachers -Photographs of textual artifacts in classroom created by instructor, librarian, and/or students -Videotapes of information literacy events - Students' online portfolios, containing major assignments	-thematic analysis and coding of observed classroom information literacy events -thematic analysis of interviews -document analysis
4	What are the obstacles that students face when using information in their assignments? Specifically, what are the difficulties involved in documenting information sources? What are the strategies that students and instructors construct to overcome these obstacles?	-Field notes of observations of literacy events -Interviews with students and teachers - emails from instructors -Photographs of textual artifacts in classroom created by instructor, librarian, and/or students -Videotapes of information literacy events - Students' online portfolios, containing major assignments	-thematic analysis and coding of observed classroom information literacy events -thematic analysis of interviews -document analysis
5	When looking at the entire corpus of the students' work over the semester from a quantitative perspective, what patterns surface in the students' incorporation of outside sources of information? What was the relationship between the learning community's structure and these patterns of incorporation?	Students' online portfolios	- thematic analysis and coding of transcriptions of videoed classroom information literacy events - simple descriptive statistical techniques; - Turnitin

Following standard transcription conventions, I transcribed most parts of student and instructor interviews and selected classroom observations, giving emphasis to observations of Ms. Morgan's class sessions and the portions of the Ms. Shah's sessions that dealt directly with information literacy. I wrote analytic memos, brief memos based on reviews of field notes that identified possible themes and coding categories. Using the computer assisted qualitative data analysis software Atlas.ti (Muhr, 2004), the transcriptions and memos were assembled and organized.

Through an iterative process, codes were generated inductively, defined, and revised (Glaser & Strauss, 1967). The codes were, in many cases, merged or split, as more data was preliminarily examined. In the process of revising the codes, they were grouped thematically. Eventually, 21 code groups were formed with a total of approximately 224 codes (Appendix 3.1.).

Codes were applied to the data, the number of instances of each code varying from 0, for a small number of codes that I ended up not using at all, to 103. Numerous queries were run to determine salient co-occurrences of selected codes. As patterns began emerging, I looked for more instantiations of those patterns by running queries with combinations of codes. For example, I ran queries of individual students and a given topic, such as "Armelita" and "Outside Sources: Finding", or for codes that might result in useful insights, such as "time[, shortage of]" and "plagiarism".

Without burdening my subjects, I continually invited their input in the ways I constructed my evolving understanding of the learning community's culture, a methodological component of critical ethnography. For example, at one point I mentioned to Ms. Morgan that I was having some difficulty understanding what Marcos, one of the focal students, was saying to me about his essay. I raised the concern that my inability to understand this student would hamper my ability to understand and report his experience in the class. After empathizing with me, Ms. Morgan replied that my difficulty understanding Marcos was part of the story that my dissertation needed to tell. She reported that she also had trouble understanding him and others as well, and that the confusion generated by these instances of miscommunication was a salient characteristic of the learning community's culture. Her insight about Marcos enriched my understanding of how to proceed with my study.

Conclusion. Listening as carefully as I could to Marcos that day in spring, asking him for clarification, and interpreting every clue I could glean, I failed at understanding what he was trying to tell me about his essay. This breakdown in communication can serve to represent the limitations of my methods and the inevitability of coming away from the study with only a partial understanding of how these students learned research practices.

However, it is important to affirm what my methods *did* allow me to understand. Just as the students grappled with difficult texts and what must have seemed to them bizarre practices of incorporating outside sources of information into their essays and presentations, I struggled, too, to read and incorporate their experiences into my dissertation. We had our limitations; we used our resources; we made discoveries.

I have not seen Marcos since the last day of class, but other students from the study I see regularly in the library—reading, writing, studying, asking for help occasionally, and relaxing

with friends, both online and face-to-face. I continue to work constantly with Ms. Shah, and most days I spend more time with Ms. Morgan than I do with my own spouse. Setting aside the ideals of educational research and all that is at stake for language minority community colleges students, my continuing relationship with the participants in this study called for methodology that was especially attentive to Gutierrez and Orellana's (2006) challenge:

> The challenge for researchers is to think carefully about … the ways we represent participants and their practices in our work. Thinking deeply about these issues will facilitate the production of more rigorous, thoughtful, ecologically valid, and, thus, respectful work" (p. 507).

Ultimately, this was my hope—to employ a methodology that would represent the study's participants and their practices respectfully.

Beginning Researchers Begin Researching **4**

Introduction. This chapter deals with the students' experiences while seeking information for their assignments. It draws on the data described in the methods chapter—observations before, during and after classes, interviews of students and instructors, and the students' actual work, including five major assignments in ESL 300. The five assignments in ESL 300 included four essays, each averaging 800 words, and one group presentation. Ms. Morgan's Library 10 lessons were all oriented, to a greater or lesser degree, to supporting these assignments. [17]

The four essays were submitted approximately 3 weeks apart and dealt with the following themes: education, writing, gender, and identity. Each essay was written in conjunction with essays that students were required to read in their textbook, *Fifty Essays: A Portable Anthology* (Cohen, 2011). For example, while gearing up to write the first essay, which was on the theme of education, students read the following essays related to education: Frederick Douglass' "Learning to Read and Write," Mike Rose's "I Just Wanna be Average," Amy Tan's "Mother Tongue," and Richard Rodriguez's "Aria: Memoir of a Bilingual Childhood." Students were required to incorporate at least one or two ideas from these readings in their essays by quoting or paraphrasing them.

The first and third essays do not need any special explanation. For these assignments, students choose topics within the themes of education, for the first essay, and gender, for the third essay, did some research on them, and wrote them. The second essay, on the theme of writing, was an in-class essay, written over the course of two class periods. In this essay, students were required to reflect on their experience writing their first essay, on education, and identify their areas of strengths and weaknesses as writers. They could earn extra points for incorporating research into this essay. In the last essay, students were asked to show how a historical or political event impacted the formation of their identity. Ms. Shah, the instructor for ESL 300, encouraged, but did not require research for this assignment.

For the group presentation, which occurred between the second and third essay assignments, the students were required to read *Five Minds for the Future* (Gardner, 2004). The students were divided into groups of approximately 5 each, with each group giving a presentation on one of the five minds described by Gardner.

In this chapter, I will argue that learning to find information for academic purposes was difficult for the students due to a number of reasons, but that the students and their two instructors drew on numerous resources to craft imaginative and powerful responses to these difficulties. This chapter is organized into a series of obstacles that the students faced and the strategies that they and their instructors created for each of them (Table 4.1).

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[17] Three annotated bibliographies, the major assignments for Library 10, will be described in Chapter 8.

Table 4.1

Finding Information: Problems and Strategies

Problems	Strategies	Student, Instructor, Joint Strategies
Shortage of time	Asking for help	S
Navigating to and within research tools	**Contextualized teaching & practice**	I
	Persistence	S
	Tolerance for meandering	I
	Patience	I
	Reviewing	I
	Asking for help	S
Choosing search terms	Meaning-Centric practice	I
Comprehension issues	**Looking up words in online and print dictionaries**	S
	Simplifying	I
	Previewing	I
Narrowing the scope of research	Teach & review advanced search techniques	I
Complex nature of research process	Embracing complexity	I
	Shuttling technique of teaching	J
	Specialized encyclopedias	I
	Meaning-making through dialogue	J

The most significant strategies, that is, the strategies that were employed frequently and led to especially robust responses to the difficulties associated with finding information, are briefly described in Table 4.2.

Table 4.2

Finding Information: Significant Strategies

Instructor Strategy	Description
Contextualized Teaching & Practice	The structure of the learning community allowed for highly contextualized teaching with many opportunities to practice skills in meaningful ways
Student Strategy	**Description**
Persistence in Seeking Help	Students who were highly assertive and persistent in seeking help received extra attention from the instructors
Looking up Words in Online and Print Dictionaries	Because the students were accustomed to looking up words in dictionaries, this strategy for dealing with difficult text was especially powerful
Joint Strategy	**Description**
Shuttling Teaching Technique	During workshop portions of class sessions—instructors shuttled between instructing whole class, observing student-crafted strategies in small groups and individuals, and then sharing these solutions with the whole class
Meaning-Making through Dialogue	Dialogue between students and instructors allowed for clarification of difficult text and research topics

The series starts with obstacles and solutions related to basic issues: a shortage of time, navigating to and within research tools, choosing search terms, and comprehension issues involving limited vocabulary. Then more complicated problems and solutions are discussed, including: narrowing the scope of research, and, encompassing all of the previous five issues, the mutable, complex nature of the research process, in which the research topic tended to shift as students encountered new pieces of information. The obstacles discussed in this chapter were chosen due to the frequency of their observed occurrence.

Access. Before turning to these findings, important issues related to finding information that are not within the scope of this study need to be acknowledged. The students' ability to find information was limited by access in two ways—access to the library's holdings and access to the Internet with its multitude of freely available resources. In terms of library holdings, Ms.

Morgan, like many librarians, devoted a great deal of energy to improving her patrons' access to print and electronic information. This was accomplished mainly through acquisitions—selecting and purchasing books and subscriptions to online resources. Nonetheless, a relatively small academic library such as Ladera College Library, even with all of its consortial arrangements leveraged, does not have the same quality or quantity of resources as found in a library attached to a CSU, UC, private institution, or even a larger community college. Setting aside the enormous category of freely accessible information on the Internet, students in this study found proprietary information within the scope of the library's holdings.

In terms of access to the Internet, Ms. Morgan was well aware that Ladera students' home access to the Internet varied. She was highly sensitive to the fact that students who lacked home access to the Internet had limitations on their ability to find information. I had originally imagined that lack of convenient Internet access would be named as an obstacle to the students' ability to find information. However, students did not identity this as an issue. All of the 15 students who answered a survey about Internet access had access to it at home except for one student, and even he reported that it was easy for him to gain access by taking his laptop to a public library near his home. Instead, the primary barrier to accessing information that students mentioned repeatedly was time.

Problem: Lack of Time. Finding information takes time, a commodity of which the students generally had very little, due to work, family and other academic responsibilities. In fact, when asked if she had access to the Internet at home in order to search for information, Lucia answered, "Yes, but I don't have much time." Lucia went on to explain that she was busy raising three children with her husband, maintaining the family's household, and working long hours at night as a janitor. During a separate interview, she confided with tears that her teenage son appeared to be experimenting with drugs and that she and her husband were trying to spend more time guiding him.

Marcos, who worked at an AutoZone store ten miles away and whose wife was expecting her first baby, also mentioned a lack of time due to work and family commitments as the main reason why he did not complete a research assignment. This extra credit assignment was offered by Ms. Shah in order to bolster Ms. Morgan's lesson about finding articles in one of the library's databases called Gale Student Resource Center. The assignment entailed finding any sort of information in this database that was relevant to the students' second essay and incorporating it into that essay, which was about writing and about themselves as writers.

In this essay they were to reflect on their experience writing their first essay, describing their difficulties, successes, and ways that they wanted to improve as writers. Ms. Shah and Ms. Morgan encouraged the students to look for information on writing or on writing for a specific discipline or purpose, such as writing and business. Like other students in the course, Marcos saw the value of the assignment: "Yeah, it's important how to use." However, his work at Auto Zone was not only limiting the amount of time he had for finding information, but it was also creating stress:

> When I used to have a lot of time here I used to spend my time here…. The main thing is, like, I been working a lot, enough time to do it.…I was working 43 hours last week….Sometime until 11:00 [pm]. I dropped math because I don't have time…time to

take it. Sometimes I been eating my lunch until 5 pm. That's why I feel stressful. Today my boss is calling me, "Come in, come in, come in." But I can't. I need to do my homework first. This is important to me -- to pass this class.

Work was not the only obstacle to finding information. His wife's pregnancy also took a double toll of time and focus: "I went to the hospital for some meeting before … my baby there arrive, and that were really stressful, too. So many things." As it turned out, Marcos' baby arrived very prematurely. While this birth was greeted with joy by Marcos' family, instructors and classmates, it also produced anxiety for Marcos and his wife, as well as causing him to miss 2 or 3 class sessions. Once the baby was able to go home from the hospital, she created many new tasks that required significant time and no little amount of stress, all of which impacted Marcos' ability to find information.

In addition to work and family commitments, assignments in other courses also created a time and stress issue. Jaime and Ronato did not have jobs or children, but they both reported that they were unable to earn the extra credit points because they had been very busy with their math courses. Jaime's comments underscore the fact that finding information required not only time but also energy: "I didn't have that much time because I had to get ready for a math test.... I make some time, but after I finish I didn't want to because, you know, the brain is tired, study for math, doing some homework, the test."

Ms. Shah acknowledged that finding information and incorporating it into an essay required a substantial amount of time for the students. In fact, she explained that she asked them to find and use information in their essays because, in part, she wanted to cultivate in them good time management habits. She felt that learning to manage time while looking for information was an important skill for students to gain in her class because they would be required to find many sources in other courses:

> I know, for example, in anthropology and in some of the courses there are some key requirements that they have, that you have to have 5 sources and so on. And I want them to get comfortable with making a connection at some point and managing their time to the extent where you can't write a whole dissertation; you don't have the luxury really reading deeply into everything. Ideally, I would want them to.

Students who successfully completed the extra credit assignment reported spending between 20 and 60 minutes to find information that was appropriate for their essay. Next, I will discuss a primary strategy which students employed to cope with a shortage of time—asking for help. In one case, a student asked a librarian for help, and in two cases students asked family members for help.

Strategy: Asking for Help. Originally from Guatemala, Jose, who worked full time as an airplane mechanic, ran his own business on the side, and raised two children with his ex-wife, came into the library specifically to work on his essay and to get help finding an article. As I was the only librarian available, I helped him. The process of finding an appropriate source of information for the essay took us appropriate thirty minutes. Jose not only got a piece of information that he could use in his essay but he gained understanding of various approaches to finding information in a database by working with a librarian who knew advanced search techniques, and the kinds

of information prized by instructors. This "insider" knowledge was especially important to Jose, he reported, because this was his first time back in school since graduating from high school 15 years earlier. Green and Duke (2012) have found that very few students ask for help from librarians. The structure of the learning community, as well as the fact that the class met in the library, encouraged students to ask for help from a librarian, usually Ms. Morgan, throughout the semester and beyond. The familiarity with the Ms. Morgan due to working with her constantly and the comfort students felt from coming to the library twice weekly, led many students to seek her help and the help of other librarians and library support staff with ESL 300 assignments as well as assignments from other classes.

Nadimah, originally from Jordan, reached out to a family member. Nadimah had very little time to find information because she was busy raising two small children, teaching Arabic classes part-time, and negotiating to buy a house with her family. She asked her brother-in-law for help with the assignment. She followed his suggestion, was enthusiastic about the information that she retrieved, and incorporated it into her essay.

Lucia, mentioned earlier, also got assistance from a family member. Her husband helped her find and save images for a PowerPoint presentation later in the semester. She reported that he had helped her extensively with technological issues in the previous semester and that with his help she was steadily doing more and more of the technological aspects of finding and using information.

Jose, Nadimah and Lucia were all very busy students with very little time for finding information, yet by reaching out for help they were able to succeed. Nadimah's and Lucia's cases are especially important to celebrate since they counter the notion that community college students' educations are impacted negatively by family commitments. In these cases, the students' families were resources that allowed the students to find information, to incorporate it into their essays, to earn extra credit points, and to succeed in the class.

Problem: Navigation. I use the term "navigation" broadly, to include maneuvering to and throughout both electronic and print sources in order to find information. For example, learning to find information requires knowledge of how to locate the library's databases, how to find the "Advanced Search" page of Google, and how to use a book's table of contents and index. Navigating during academic research seemed more difficult to some students when comparing it to research done for non-academic purposes. Lucia, for example, reported that doing non-academic research was easy because she could type any word into an Internet search engine and find a great deal of information.

There were many examples of students throughout the semester who had difficulty navigating to the search tool that was being taught. One example illustrates the double toll taken by navigational problems—not being able to access information efficiently and, while catching up, not being able to focus on the subsequent concepts being taught. Wanting to reinforce Ms. Morgan's teaching about the database called Gale Student Resource Center, Ms. Shah asks the students to navigate there to find information about Leonardo Da Vinci. Ms. Shah and many other students had not only found the database, they had even typed in Da Vinci and were beginning to browse the results while Lucia was still on the homepage of the college looking for

the library's homepage, from which point she still needed to locate the list of databases and then find the specific database that the rest of the students were already exploring.

I intervened, quietly helping her find the database and type in Da Vinci in order to catch up to the rest of the class. However, while we were doing this, Lucia was missing important content, basic biographical information about Da Vinci, such as his date and place of birth and important contributions he made to art and science. This pattern repeated itself many times over the course of the semester—Lucia would fall behind her classmates while navigating, and during the time she was catching up, she would be focused on navigating rather than the usually more important concepts being discussed by her instructors and classmates.

Although this pattern was most evident with Lucia, whose language and technologies skills were among the most limited in the class, it was a common pattern with many students when looking for information, especially, but not only, during demonstrations by the instructors. Sometimes students would have problems navigating within a search tool or information source, but frequently the problem was simply finding the starting point—getting to the homepage of a database, the library catalog, a particular website, or Google Books.

The problem was compounded by the fact that the links to these starting points were located on pages of the course websites. Although there was one main website for both ESL 300 and LIBR 10, Ms. Morgan had most of her curriculum and resources organized in an online research guide. Students often need to navigate to one of these course websites in order to access the search tool being discussed, thereby increasing the number of clicks and the potential for mistakes. In some cases the problem was further exacerbated by students surfing the Internet for fun while the instructor was explaining a series of clicks and techniques. This problem became quite common as the semester progressed to the point that many students appeared to be partly or completely disengaged from some lessons.

For example, in one case that stands for many similar instances, Ignacio, an avid soccer player, was reading an article in Spanish about a soccer match while Ms. Morgan explained how to navigate to a database for finding articles. I will comment further on the irony of Ignacio missing instruction on accessing articles because he was busy reading an article in the solutions part of this section to navigational problems. However, it is worth affirming briefly here that, for all the navigational problems inherent in research, students are adept at navigating when researching topics about which they are passionate.

To be sure, navigation is a persistent issue for all computer users, and everyone in this study, including the instructors, both of whom were exceptionally adept with technology, experienced some problems. For instance, while demonstrating to students how to use the Gale Student Resource Center database to find biographical information about Da Vinci, Ms. Shah apparently overlooked a link labeled "biographies" and instead clicked on a tab containing links to periodical articles about Da Vinci.

Strategy: Contextualized Teaching & Practice. Contextualized teaching, made possible due to the learning community structure, and opportunities to practice navigational skills were the main ways that students' navigation skills were improved. Students were observed learning how to navigate to and within printed resources on several occasions. For example, Ms. Morgan taught a

lesson on finding books by searching the library catalog for a book relevant to the students' third essay, on gender, using the Library of Congress Classification System with a partner to locate the book on the shelf, and consulting the book's table of contents and index to identify potentially useful sections of the book. In this lesson, students filled out a worksheet which included the question, "Look at the table of contents. If you could only read only one chapter, which would you pick?" Melissa also showed the students how to using the table of contents in electronic books located in Google Books. In all of these cases, the structure of the learning community played an important role. Without the need created by the essays and presentations in ESL 400, the practice in navigating that Ms. Morgan's instruction offered, would have been much less compelling. Because the students were looking for research that they could use in their ESL assignments, they navigated with a heightened sense of purpose than had they been navigating in some sort of decontextualized exercises. Throughout this study the structure of the learning community repeatedly gave meaning to the activities in LIBR 10. Without this meaning, Ms. Morgan's instruction would have been at risk for turning into a kind of information-oriented "remedial pedagogy"—a series of drills on interacting with information without the benefit of a real purpose. Such pedagogy when applied to grammar and mechanics is dreary enough; a bibliographic version would be truly stultifying.

Students also were taught to navigate books in ESL 300. When Ms. Shah introduced the class to Howard Gardner's book *Five Minds for the Future,* she asked them to find the table of contents and predict what some of the chapters might contain. She also pointed out that biographical information about the author was on the back of the book. After exploring this information with the class, she had the students look at the section headings for Chapter One. All of these explorations simultaneously familiarized the students with the book's themes and modeled for them ways of understanding how to navigate the book and non-fiction books in general.

In addition, at least three times during the semester, Ms. Shah asked the class as a group to navigate through their writing handbook, *Rules for Writer* (Hacker, 2011), using the handbook's table of contents and the index to find rules about various items related to grammar, sentence structure, and MLA formatting. At one point, she encouraged Aral, an assertive, charismatic and talkative student, to consult this handbook concerning a question he asked her about the formatting of a long quote. After re-phrasing the question, Aral was encouraged a second time by Ms. Shah to consult the handbook. Finally, Aral declared in a typically self-assured way that the information he was seeking was not located in the handbook. This response prompted Ms. Shah to show Aral the various sections of the handbook that dealt with his question. In a sense, Aral's navigational decision—to ask the instructor the same question three different ways and to reject her answers—was a bountiful success. He not only got specific navigational directions to the location of the information he was seeking, he also got extra instruction on how to use his handbook.

This last example underscores the creative, persistent yet incomplete ways in which students navigated toward the information they sought. Whether it was Aral's insistent demand to know an MLA rule or Ignacio's passionate desire to learn about his favorite sport, the students were adept at navigation, got some of what they needed, and, in everyday parlance, made do. In both cases, neither student got complete satisfaction—Aral's encounter ended with a firm suggestion and a good lead but no direct answer. Ignacio's enjoyment in his home language of one of his favorite topics ended abruptly when he realized that I was filming him and that he had fallen

behind in the navigational directions provided by Ms. Morgan. He clicked shut the browser window on the Spanish soccer article and caught up with Ms. Morgan's lesson. Partly fulfilled and partly disappointed, both students re-charted and navigated elsewhere. At the core of these examples are curiosity, aspiration and some transgression.

Similarly, during a discussion of Howard Gardner's *Five Minds for the Future*, in which Gardner identifies the need for a "respectful mind", Marcos was reminded of Noam Chomsky, whose work he had read in college in El Salvador. Disengaging from the class discussion, Marcos was able to find articles by Noam Chomsky in Spanish which he enthusiastically shared in whispers with Ronato, a fellow Salvadoran and one of his closest friends in the class. When Marcos realized that I was looking at information about Chomsky on his computer screen, he whispered to me, "He is a respectful mind." I encouraged Marcos to share his example, but he said then and later that he was embarrassed by his English which needed to be "fixed."

Strategy: Environment for Discovery. He later explained the connection between Chomsky and the "respectful mind" in a way that indicated he might have understood "respectful" as "respected." In any case, when I told Ms. Shah about the incident, she was disappointed that he had not shared the example and enthusiastic about his intellectual detour, saying that she didn't mind that he had disengaged from the conversation and whispered to Ronato if they were making such a powerful connection. This was one attitudinal strategy for coping with navigational barriers—an instructor with a high tolerance for intellectual meandering. Ms. Shah and Ms. Morgan both exhibited this respect for intellectual curiosity in the research process throughout the semester with few exceptions.

Strategy: Patience. Another attitudinal strategy for dealing with navigational problems that came from Ms. Morgan was her reassuring and patient approach to teaching navigation. During the early part of a lesson in which navigating to and around the Gale Student Resource Center database was starting to confuse the students, Ms. Morgan acknowledged their confusion and reassured them that navigating the database would become clearer by the end of the lesson. During lessons that required a great deal of navigating, Ms. Morgan frequently checked in with students to see if they had questions or needed help. Her homework was similarly supportive—in one case, she wanted them simply to find their way to the database and experiment with it a bit.

Strategy: Reviewing. Linked to this approach was Ms. Morgan's habit of reviewing navigational concepts -- gently reminding students that they had already learned how to navigate to a certain section of the library's website in a previous lesson. By reminding students of previously learned concepts, such as the simple fact that the databases were listed in alphabetical order, Ms. Morgan was able to review old material and simultaneously connect new concepts to old ones. In this case the new concept was a database new to the students, Gale Virtual Reference Library, and the connection was a powerful one, because it planted in the students' minds the seeds of two basic ideas that Ms. Morgan nurtured—that all of the library's databases were located together and that each database had a particular use for the students.

Along with verbally reviewing concepts, Ms. Morgan offered a visual solution to a classic navigational problem—forgetting where an item is located. Ms. Morgan passed out handouts at almost every lesson that clearly and succinctly described how to find search tools and how to navigate within them. When she taught a lesson on finding books using Google Books, her

handbook included a screenshot of the advanced search page. Asked how she had been able to find information in order to complete the extra credit assignment that Ms. Shah offered, Martina replied, "I followed the guide that Melissa printed, gave us." A similar strategy employed by Rigoberto and many other students was note taking. Rigoberto attributed his success in navigating to and around Gale Student Resource Center to the notes he had taken during Ms. Morgan and Ms. Shah's demonstrations of the database.

Strategy: Asking for Help. Finally, as we saw in the section above on time management, one approach to obstacles created by navigational problems was to ask for help. While Lucia's English and technological skills were limited, her Spanish and quiet but supportive personality allowed her to create friendships with Rigoberto and Ignacio, from whom she received a great deal of help, especially navigational assistance. Just as Aral's bold assertiveness served him well with a navigational problem of sorts, so did Lucia's humility. For every joke, question or impulsive observation made by Aral which gained him extra help in learning to find information, Lucia matched him with quiet persistence, a steady interest in other students, and a deep desire to succeed. With these qualities, Lucia garnered help from Rigoberto, Ignacio and the instructors. The structure of the learning community encouraged these relationships. Because the students were together for both their ESL 300 and their LIBR 10 course, they had more time to develop relationships. This was especially important for students less likely to make friends. An outgoing student like Aral probably knew students in every course he attended at Ladera, but students like Lucia probably profited from having more time to build friendships.

Problem: Search Terms. When students looked for information for their essays and presentations—whether in the library catalog, a database, Google, or Google Books—they had to choose search terms—words to type in the search box with which to retrieve results. One of the obstacles related to search terms that students faced was simply a lack of experience with searching for information for abstract and somewhat undefined academic concepts. Unlike the students' guided search for basic biographical information on Leonardo Da Vinci, for which the search terms "Da Vinci," "Leonardo Da Vinci," or possibly "Da Vinci, Leonardo" were more or less self-evident and the subject concrete, many times the concept being researched was neither clear at the outset nor a concrete target. For example, Ronato tried to find information from the Gale Student Resource Center database to incorporate into his second essay in which he reflected on his first essay and thereby earn extra credit.

After negotiating the hurdles mentioned in the first two sections of this chapter—he then had to choose search terms to look for appropriate information. He reported that he tried two approaches: "strengths and values" and "reflection essay." Given the fact that Ms. Shah had told the students to think about their experience writing the first essay, to reflect on their strengths as writers and to identify ways in which they hoped to improve their writing, these search terms made a great deal of sense. When asked why he chose these search terms, Ronato replied, "I was thinking about my strength and the values that my paper [unclear] have."

Ronato was not able to find any information among the results returned by the database that he felt was appropriate for his essay, although this did not appear to be a significant problem to him or the instructors because the assignment was for extra credit. It is important to note that Ms. Morgan had tried to position the students for success on this assignment, but that she had decided not to spend a great deal of time on it for two reasons. First, she was at the beginning stage of

introducing the students to the concept of a database. She wanted her introduction and the accompanying homework to be gentle, low-stakes and exploratory. Second, the extra credit assignment was not a major assignment for Ms. Shah's class but rather a small component of their second essay. During Ms. Morgan's lesson on the Gale Student Resource Center database, she advised the students in this way:

> I would put, um, something you are interested in, or something you are considering studying. So if you are interested in business, try "writing and business" "writing and education." Okay? So let's just start with "writing and business" and search. So, this is homework. Don't worry if you have trouble with it. I mainly just want you to get in there and practice. We are going to spend the whole next class searching in this database. So, if you have trouble, let me know next class and we will talk about it. Okay?

Ronato had tried different search terms and had not found useful results with them. However, when Jose approached me for help outside of class at the reference desk, we did try using various search terms involving "writing" with no appropriate results. Jose and I discussed the possibility of focusing on a concrete topic within his first essay. He explained that he had written about the impact of moving back and forth between Guatemala and the United States on his education. We tried searching with immigration and education, but none of the results seemed readily applicable to Jose's essay. Eventually, I suggested that since the class was reading Joan Didion's essay "On Keeping a Notebook" in conjunction with writing their essay, we might try looking for biographical information on Didion. We typed in Didion and got back some results that seemed promising. Jose ended up incorporating one of the resulting texts into his essay.

Strategy: Meaning-Centric Practice. When I described this somewhat frustrating episode to Ms. Shah, she acknowledged that the assignment was challenging:

> We are trying to make a meaningful connection [which] I realize is difficult. But what I'm trying to show them from the academic perspective [is] that maybe they need to twist their thoughts a bit and make [a connection] you know, look at it from any way they can because …. So that is one of the reasons I try and show them how to make a connection, even if it isn't a direct quote, which I don't know, since I'm preparing them mainly for those other classes. At least that's what I feel, whether it's English 10 or one of the others [college level courses]. I don't know if that is legitimate in all of those classes, [unclear] but at least it gets them connected.... At some point you just have to get in the habit….

Ms. Shah's commitment to preparing the students for success across the curriculum was evident. Admired and well-connected across campus, Ms. Shah reported having had numerous discussions with instructors in a variety of disciplines requiring research, such as history, anthropology and English. By inviting students to engage in an extra credit assignment in which they could practice choosing search terms and connecting outside sources to their essays, Ms. Shah gave them an opportunity to gain experience in what, as she pointed out, might eventually become a habit for these students—making connections among sources of information, including their own.

Students' ability to make connections between outside sources and their essay topic is primarily a subset of information use, which will be discussed in Chapter 5. However, the ability to make

connections also plays an important role in deciding which search terms to use. In other words, decisions about search terms are based in large part on how student conceptualize possible connections between their essay topic and potential outside sources. Two-thirds of the students who took a survey about the extra credit assignment—10 out of 15—reported being successful at connecting their essays with outside sources of information using such terms as "reflection on writing," "writing process," "writing an essay," "reflection," and "journal."

Celia, a Catholic religious sister who was one of the most conscientious, hardworking and successful students in the class, reported searching with the terms "researchers for writers" or "resources for writers."[18] These search terms, while unusual and seemingly flawed, resulted in an amazingly fruitful result—a quotation by Luis Alberto Urrea, a contemporary Mexican American novelist and poet new to Celia:

> I am interested in the complexities of the human soul and the sacredness that hides in every day. I would characterize my writing as a form of witness and personal devotion, in that it is my spiritual practice as well as my art and career.

That Celia was able to exploit this quotation powerfully in her essay and that she expressed a desire to read more of this author's works attests to the role that chance plays in research and in creating search terms. With unlikely bait, Celia managed to haul in a valuable catch.

Setting aside the factor of chance, there was a wide range of abilities in creating search terms. Don, an international student recently arrived from South Korea and another very successful student, was able to find an excellent outside source about the use of citations in writing, by using the simple search term of "citation."

Lucia was similar to Don in that she worked very hard on class assignments and had significant trouble being understood orally. Unlike Don, who was highly successful in the class, Lucia struggled a great deal throughout the semester. She used the search terms "writing book." She seemed satisfied with the results she retrieved and felt that she had done the required work to receive the extra credit points, but there was no evident that she used an outside source in her essay. Based on an impromptu interview, it seems likely that she did not fully understand the assignment and submitted evidence of her extra credit work separately from her essay. The differing outcomes of Don and Lucia's research did not seem to be connected to differences in motivations or work habits -- both students wanted to succeed and both were observed to work hard in class and to turn in homework assignments consistently.

However, differing motivation did seem to be at play in the outcomes of Gisem and Bash, a young Turkish couple who were engaged to be married. Both used the search terms "writing" and "business" as Ms. Morgan suggested, but only Gisem, the more engaged student who frequently helped Bash with his assignments, was able to find information that she could incorporate into her essay. On his survey, Bash explained that he was not able to connect the information that he found to his essay.

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[18] Celia reported "researchers for writers" on the written survey and "resources for writers" in an impromptu, in-class interview.

Bash confided out of ear shot of the instructors that he hated college and was there only because his parents, both of whom had university educations in Turkey, insisted. His family owned and ran a restaurant near Ladera College, and he and Gisem dreamed of opening a restaurant in San Francisco, joking with me: "We already have a name for the restaurant—just no money!" Bash and Gisem were frequently absent. Bash would leave the class for long stretches of time to get coffee and snacks for himself and Gisem. While in class, he surfed the Internet looking at ads on Craig's List for items such as cars and sunglasses and almost never engaged in discussions.

When asked how difficult it was to find a good quote from an article in Student Resource Center and put it in their essays, Gisem answered, "Not difficult" but Bash responded, "Impossible!" It is not unreasonable to infer that motivation played a role in his lack of success with finding information for the extra credit assignment. Although success eluded him in this case, the overall solution for Bash in the course ultimately came in the form of persistence, a great deal of help from his fiancée, and a recognition on the part of the instructors that Bash was not going to be served by repeating the course.

Problem: Comprehension Issues. Learning to become a researcher in college involves reading difficult texts. One of the chief obstacles that students faced in finding information for their various assignments involved comprehension and vocabulary issues. Although these issues mainly came into play after the students had identified likely sources of information that they felt fairly confident were useful for their projects, basic comprehension and vocabulary problems also impeded students as they attempted to find information.

Sometimes the problem was simply a single vocabulary word. For example, towards the end of the semester, Celia was looking for information for the third major assignment in ESL 300, an essay on some topic related to gender. Not surprising considering that she was a nun, Celia was interested in issues at the intersection of gender and religion. During a Library 10 class work session, she asked for help from Ms. Morgan, with whom she had a very warm relationship built on numerous one-on-one session both in the class and outside of class at the reference desk. Ms. Morgan sat next to Celia, asked a few questions, and suggested a search in Gale Virtual Reference Library, a database comprised of online specialized encyclopedias that she had just introduced to the class.

Looking together at the resulting encyclopedia article citations, Ms. Morgan asked Celia if any of them piqued her interest. Celia pointed to an article title, "Women's Christian Temperance Union" and asked for the meaning of the word "temperance." Ms. Morgan explained both the meaning of it and offered some historical background. Since Celia was interested, it turned out, in women in the Bible, she did not investigate this article any further.

This example illustrates three points. First, it underscores the similarity between ESL students and native English speaking college students. "Temperance" is a word that would probably be unknown to many undergraduates. Because there is very little about the word that offers a clue to its meaning, guessing its meaning would be almost impossible. In addition, the WCTU is an organization that many students, even if they knew the meaning of the word "temperance," would not know about. Second, this example shows that research, in some ways, involves the most challenging kinds of reading, since students are immediately confronted with long lists of citations or links about texts that are only loosely related and about which they do not know very

much. Third, this example shows the intertwined nature of finding information, background knowledge, and reading comprehension at the most basic level—at the level of the single word.

Another example involves comprehension at the sentence or paragraph level. In a lesson by Ms. Morgan on finding books in the library, Sion was trying to decide what a book was about. Sion had attended a nearby high school when she arrived 4 years earlier from American Samoa, and spoke English extremely fluently. Like Celia, she was looking for information related to gender. I prompted her to read the blurb on the back of the book that she was trying to understand:

> Today, it is increasingly important, especially for those coming into adulthood, to go beyond the concepts of gay, lesbian, straight, and bisexual when examining gender. *Gender Identity: The Ultimate Teen Guide* examines what is meant by "sex" and "gender"—from typical gender roles and stereotypes, through those who transcend the usual male and female categories.

Asked to talk about this blurb, Sion chuckled and said, "I have no idea! I don't know how to put it into my own words. Not from what it says here. Try to put it in my own words. [long period of silence]. I'll think of something during the weekend."

Like Celia, Sion faced a reading comprehension problem in the process of finding information. Also, both women encountered these difficulties at the item level—that is, they were not having difficulty understanding the content *in* the book or encyclopedia article, but rather they were having trouble understanding the information *about* the item—the title, in Celia's case and the blurb, in Sion's case. For Celia the problem was a single word and historical knowledge, while for Sion the problem may have been the compact writing style and the abstract nature of the topic.

Similar cases in which the process of finding information was hampered by reading comprehension problems were observed throughout the semester with many students and at various levels of items. For example, when familiarizing themselves with Gardner's *Five Minds for the Future*, students encountered the words "intellectual," "cognition" and "globally" on the back of the book and in the table of contents. While exploring the section headings of Gardner's first chapter, Marcos came across the heading "Two Caveats" and asked me for the meaning of "caveat." As with "temperance," "caveat" is word that many undergraduates might not know. As Marcos' question about the "Two Caveats" heading shows, college research requires students to be able to skim chapters, skip parts that do not pertain to their research topic, and zoom in on the information that they do seek. Therefore, even during the finding stage of research, which is usually conceived of as a stage preliminary to the heart of research involving reading, note taking and synthesizing, students face problems involving vocabulary and reading comprehension.

Strategy: Defining, Simplifying, Previewing. What were some of the strategies for dealing with these problems? The main strategy was to ask for a definition of the unknown word from any available classmate or instructor or to look up words in dictionaries. All of the students were proficient at consulting dictionaries of every kind, including English/English, English/home language, electronic devices, online, and paper format. While reading, while writing, during class discussions, in groups, pairs and alone, students were frequently observed consulting these reference tools. This intensive dictionary use, the most basic form of finding information, gave

these students an advantage over native speaking novice researchers insofar as it continually honed their practices of searching, reading, and synthesizing.

A strategy that originated with instructors was to highlight important information in or about an information source and simplify difficult aspects of it. For example, Ms. Morgan, working individually with Celia, was helping her determine whether or not to pursue an encyclopedia article—"Religion, Study of" in *The Encyclopedia of Sex and Gender*. Ms. Morgan used the mouse on Celia's computer to highlight this key sentence: "Religion in its broadest sense understood as systematized and communal belief and practice, has been one of the main means historically through which gender construction has been both undertaken and maintained." She read the sentence aloud for Celia, and then she simplified it, "So, religion is very important to our ideas about gender." She went on to preview the article with Celia, scrolling down and reading aloud the section headings.

This strategy accomplished a number of important things simultaneously. First, it gave Celia access to a specific small piece of information appropriate for her research project. Second, it supported Celia's interaction with a daunting text, encouraging her to find more information in that article, that encyclopedia, and that kind of genre. Third, it modeled for Celia how to preview an article in order to determine whether it was worth tracking, saving and reading more carefully later. Finally, it strengthened the already strong bond between student and librarian—a particular relationship between two women who would work together for the remainder of the semester and possibly in subsequent semesters, but also a relationship between a student who, like most students, would need extensive student support from many quarters over the course of her time in higher education, and a librarian, who was honing her skills at providing assistance. Without the structure of the learning community, it is possible that this relationship—and all of the benefits that flowed from it for both Celia and Ms. Morgan—would not have flourished. Because the students worked with both Ms. Morgan and Ms. Shah throughout the semester and because they spent more time together as a group, relationships were able to take hold and develop.

Problem: Narrowing Focus. A significant impediment to finding information that students experienced had to do with the scope of their inquiry. There were two interrelated problems. First, students' wanted to research topics that were vast in scope. For example, for the assignment on gender, Jose wanted to write his essay on the differences between men and women in sports, firefighting, and the military. Second, the students' choices of search terms often retrieved reams of unfocused results. Martina, for example, had a fairly well-scoped topic—the differences in the ways that men and women express affection in romantic relationships—but her search terms while using a database were "differences between men and women."

There were many other examples, such as Armelita who told Ms. Morgan that she wanted to research gender stereotypes, and Marcos who mentioned to Ms. Shah that for his assignment on identity he wanted to write about the Civil War in El Salvador. To be sure, all of these were fruitful starting points for research—urgent and relevant—but they needed refining.

Perhaps it is useful at this point to state an obvious fact of research—that all researchers at every stage of education from novices in high school to well established professors, across every discipline, and in every category of language proficiency must grapple with the difficult issue of

determining the scope of a research topic. However, one of the issues that novice researchers face is that when they *do* reach out for help at, for example, the reference desk, they often have difficult articulating their research interest. This problem was observed to be exacerbated by language issues at times.

For example, Celia told Ms. Morgan that she wanted to research "the dignity of women in the Christian sacred tradition." A minor but potentially important problem was that Ms. Morgan initially did not understand the word "sacred" due to Celia's pronunciation of it. There were many examples of basic miscommunication such as this throughout the semester, but the students and instructors were adept at negotiating these problems. A more serious problem, however, was that Ms. Morgan understandably began helping Celia to narrow her topic by looking for information that categorized the approaches to and roles of women in Christianity, especially in the Catholic Church, no doubt because Celia was a nun. However, it turned out that Celia already had a focus in mind. She emphasized the word "dignity" in trying to convey the nature of her focus, but neither Ms. Morgan nor I gained understanding from this attempt at clarification.

Another typical problem was actually incited by Ms. Morgan on purpose during a demonstration because she knew that student face this problem constantly, and she wanted to offer solutions to it. While looking in the Gale Student Resource Center database, Ms. Morgan had the students perform a basic search use the search terms "Howard Gardner" without quotation marks. This search, the class discovered together, resulted in a dauntingly long and discouragingly unfocused list of results, including some items that mentioned a different Gardner or a different Howard and some that mentioned Howard Gardner but only briefly. She said,

> What I'd like to do is narrow it down a little bit, 'cause sometimes if you do a really focused search [the results are better and it is] easier to sort through it….So let's see if we can get more focused in our search.

Again, it is important to note that this type of problem plagues native English speakers and non-native English speakers alike, but wading through the resulting long and ill-focused list of items can be even more harrowing in a second language.

Strategy: Teaching & Reviewing Advanced Searching Techniques. A chief solution offered numerous times by Ms. Morgan while searching the library catalog, various databases, Google, and Google books was to find the "advanced search" page because, as Ms. Morgan told the students:

> It gives you more choices. The basic search is one box. The advanced search you can pick sometimes the language, sometimes the format. You can put in more keywords. You can search for an author and title. It helps you. The results that you get back are relevant and useful to the topic you are researching. Okay? 'specially with Google….When you get back a hundred thousand results you don't want to look at all of them. You want them to be relevant to the work that you are doing.

Reviewing this concept throughout the semester, Ms. Morgan worked hard to "sell" students on the power of using the advanced search page, appealing, as she often did, to the students' need for efficiency in research.

Another solution to the problem of overly-broad search results that Ms. Morgan offered was the use of quotation marks around a phrase, such as "Howard Gardner", so that the search tool would retrieve only those results where those words appeared together, thereby filtering out false hits in which a different Howard and a different Gardner were mentioned in the same article. Jose offered this specific maneuver as an example of what he was learning in LIBR 10. Again, Ms. Morgan revisited this concept a number of times over the course of the semester with some slight variations, such as when she showed students how to use the "exact phrase" field in Google Books to find books using the phrase "gender identity." Her decision to review this concept a number of times was important, because during one review of the concept she asked students what was the function of quotation marks while searching and no one could tell her. Also, students were observed forgetting to use this technique, even when it would have spared them a good deal of time and energy.

Furthering students' ability to narrow their searches, Ms. Morgan also taught students the difference between a keyword search, which retrieved articles containing mention of Howard Gardner however briefly, and a subject search, which retrieved articles that had been classified as pertaining substantially to Howard Gardner. This prompted Maira, a highly successful student from Iran, to ask quietly why we did not perform an author search, since Gardner was an author and the search tool's interface included an author searching capability. I encouraged her to ask Ms. Morgan that question, which she did with some gentle prompting from Ms. Morgan, who had overheard some of our conversation. Ms. Morgan welcomed the question and responded that if we searched for Howard Gardener as an author, we would find only texts written by him, not texts about him.

It is not clear how students reacted to this exchange or how much this added to the students' understanding of searching techniques, but it is worth noting that a number of students appeared to be listening attentively to Maira's question and especially to Ms. Morgan's response, which was clear and compelling. Understanding that databases search according to fields, such as subject and author fields, is a great asset to researchers, but it is relatively difficult concept and seems to grow slowly over time. It is possible that Maira's question and the response to it furthered students' understanding of this somewhat elusive concept.

When Ms. Morgan reviewed the distinction between keyword and subject searching concept later in the semester during a demonstration related to their assignment on gender, it appeared that most students could not remember the difference between a keyword and a subject search, although Martina did remember and eventually offered a good distinction between the two searches. The fact that students did not remember this concept did not surprise or disturb Ms. Morgan, as she had only briefly explained the concept previously and she knew from experience that it was a concept that most college students have trouble understanding and remembering.

Sometimes, Ms. Morgan explained, the problem that the researcher faces is not too many results but too few. She taught the students a solution for this problem as well. Ms. Morgan encouraged the students to think of synonyms and related words for their search terms. Demonstrating this

technique with Celia's research topic about women and religion, she told the students as she wrote on the white board that she might use the terms "Christian," "Catholic," "Sacred Tradition," "Bible," "Religion," "Religious Life" in combination with the terms "gender," "female," and "women."

More complicated search techniques were taught to individual students. For example, the multiple search terms for Celia's query on religion and gender described immediately above were explained to the entire class, but Ms. Morgan taught Celia alone how to arrange them using the Boolean logic operators AND and OR. This pedagogical decision—to teach a more advanced technique to individual students in context rather than to the entire group—seems to be a perennial issue in information literacy instruction.

As illustrated in the above example, the instructional librarian committed to contextualized teaching must balance between the risk of "losing" the students due to the presentation of too many concepts and the risk of underpreparing them. The instructional librarian can also lose her students another way; she can lose their attention when they become more interested in the topic being researched than in the research techniques employed, as is discussed next.

One advanced technique that Ms. Morgan introduced to Jose was to truncate the search term by use of the asterisk in order to find all words beginning with a given string of characters, such as the use of the search term "creat*" to capture items containing any the words "create," "creative," "creating," "creativity," and so on. This maneuver proved very fruitful, because it led to an article that helped Jose and his group to understand the evolution of Howard Gardner's thinking about creativity over the course of his career. However, from a pedagogical perspective, this moment was not a complete success, as Jose's enthusiasm for the text that this technique produced distracted him from the technique itself. As Ms. Morgan briefly tried to explain how the technique of truncation allowed them to find this article, Jose was polite but seemed focused on using the text for his assignment.

To be sure, a student's passionate response upon discovering the usefulness of one of the library's holdings is a problem that most librarians would welcome. Ms. Morgan was certainly glad to see Jose off and running. Nonetheless, Jose's reaction to Ms. Morgan's instruction illustrates the trade-offs that come with contextualized teaching.

Drawbacks of Contextualized Teaching. This brings us to an irony: all of these solutions taught contextually sometimes created a problem—information literacy overload. Research, by its nature, is a fairly abstract topic, and at times during Ms. Morgan's instruction students appeared to be struggling to juggle too many abstract concepts. For example, in a single lesson in which students were learning to search the Gale Virtual Reference Library database for information about gender, there were a number of ideas being discussed. The students were already learning a new database and reviewing the concept of using the advanced search page when Ms. Morgan introduced yet another concept. She asked how specialized encyclopedias from different disciplines might differ in their approaches to the topic of gender. When silence ensued, Ms. Shah, Ms. Morgan and the students seemed to recognize immediately that something had gone wrong.

The problem was remedied jointly, as a community. Ms. Shah intervened with a couple of clarifying questions, Gisem gamely mustered a response of sorts, Ms. Morgan affirmed Gisem's answer, most of the students listened attentively, and a few politely tuned out. Considering all of the pedagogical problems that ESL students might encounter, the problem of having to deal with too many concepts at once was not significant, especially within an energized context.

The response from the students did seem to indicate enthusiasm. Many of them were curious about the database and engaged in the lesson. The problem of information overload was caused, in this case, by collaboration -- Ms. Morgan offered to rearrange her schedule and teach the class without preparation so that the lesson fell at a more logical point in their writing and research process. This decision had been made by the instructors just before the class began, and, perhaps for that reason, was infused with a sense of excitement, augmented by the presence of both instructors, which was not a regular occurrence.

The problem was also caused in part by a commitment to contextualized teaching—Ms. Morgan's demonstration was based on real research topics that she solicited from the students. Real research presented the instructors and their students with a messy set of intertwined issues. Considering the students got a team-taught lesson in which they observed an expert grapple with authentic research questions, and the instructors got the pleasure of feeding off each other's enthusiasm, the problem of having too many concepts was worth the problem of information overload.

Problem: Recursive, Chaotic Nature of the Research Process. So far, this chapter has explored five obstacles that the students faced in finding information and the attendant problem of facing these obstacles while embedded in their contextualizations. The remaining challenge that will be discussed encompasses all of these other challenges—the very quality of the research process, which is highly dynamic and often chaotic. Whether researching within the theme of education, writing, gender, or identity, students had a great deal of freedom in choosing their topic. Into this vast freedom the students set out like pioneers, pilgrims, or, indeed, like immigrants, exploring new ground, meandering, circling back, sometimes hopeful, sometimes frustrated. Although it often seemed to be a difficult process, the students learned to stake claims, not only to narrow their topics, but to negotiate the tension between the need to settle on a topic and the equally important need of allowing shifts caused by finding new information.

In some cases students changed their topic completely and abruptly after reading a text. Nadimah, for example, began to research the topic of women and Islam, but then, after Ms. Shah had the class read and discuss an essay by Stephen Jay Gould on nineteenth century scientific approaches to understanding differences between men and women's cognitive abilities, she announced that she had changed her topic to "women and brains."

When students changed topics it was sometimes because they had found "more information" on a new topic than on their original topic. For example, Don asked Ms. Shah for help developing the topic of his third essay, stating that he wanted to write about gender and media. Trying to understand Don's focus, Ms. Shah asked, "So, what are you arguing," to which Don replied quietly and eloquently, "So, this is problem." Ms. Shah spent a good deal of time talking with Don about the possibilities of discussing gender and media. However, a few days later, Don had changed his topic to gender and fashion. He later explained why he changed his topic, "The

reason is I thought 'gender and fashion' has more information than 'gender and media.' Also, I am interested in 'Fashion,' That's why I changed my topic."

Sometimes students would not disclose their research topic. For example, at the initial stage of researching his essay on identity, Marcos seemed exasperated and overwhelmed by the apparent mismatch between the text that the students were reading, George Orwell's "How to Shoot an Elephant," and his topic, which I knew to be the civil war in El Salvador. Ms. Shah asked Marcos his topic, but he evaded the question. She then tried to use Ignacio's topic—the DREAM Act—to show Marcos how he might connect his topic to this text. However, when she asked if her example had helped, he answered, "No." Ms. Shah encouraged him to think about his topic further so that she might help him.

Marcos expressed his frustration to me out of earshot of the instructor, passionately pointing to the directions for the essay on his computer screen and then commenting on them:

> "Which political or historical event has shaped your identity or the way you present [perceive] the world?" How can I write one like this, connecting with an elephant and somebody shooting it? Come on, man, why don't we choose an essay which say me the Civil War in El Salvador in the Eighties? This would be helpful for me 'cause I have historical background for this.

Marcos' reaction to the Orwell essay, his general frustration with the relationship between the amount of work he put into completing his assignments and the low grades he received on them, the numerous disjointed discussions he had with Ms. Shah as she attempted to help him commit to a specific topic, and the fact that much of his final essay was copied from the *Wikipedia* entry "Salvadoran Civil War" all attest to the significant challenges he faced in gaining a purchase as a writer and researcher.

These experiences also, it is important to add, attest to the challenges that Ms. Shah and Ms. Morgan faced in gaining a purchase as Marcos' instructor and librarian. It seems likely that Marcos was overwhelmed by the sheer number of words coming at him from multiple texts. Ms. Shah, confronted in front of the class by a frustrated student and not knowing his topic, chose to offer help by analogy—by drawing on Ignacio's topic. The irony is that in an attempt to help him sort and sift, Ms. Shah and Ms. Morgan may have added to his burden with even more words.

Although Marcos' case was among the most dramatic, many students experienced difficulty with settling on a topic. For example, Armelita said to Ms. Morgan, "I don't know what to do with my essay. I think I might be, I'm thinking maybe gender and stereotype. I think I found something. I'm just perusing some more." Hunkered down next to Armelita's computer, Ms. Morgan listened sympathetically and responded, "That's the way you find a good topic."

Strategy: Embracing the Complexity of Research Process; Specialized Encyclopedias. This brings us to two strategies that students and instructors devised for coping with the mutable and unruly nature of the research process. Perhaps the most powerful strategy was Ms. Morgan's affirmation that the process of finding information was tightly woven with the process of finding a topic. Ms. Morgan underscored this close relationship while reassuring the class right after her encounter with Armelita:

Research is really a back and forth process where you don't always start your paper with, 'Okay, this is my question. I am going to research women in the work place and pay and family.' Usually you have some general idea, and then you start exploring. And you read a little bit, and then you focus your idea more. And you read a little bit more, and maybe you shift your idea a little bit. And that's all part of the process of finding a research topic that is interesting and that you want to write about. So, it's okay if you don't know exactly what your research topic is yet. But this is the time to read and get information and try to figure out what you are interested in.

The fact that this eloquent description linking discovery of texts to discovery of topics came from the instructor but was inspired by a student's difficulty shows the power contextualized teaching. Just as research is a back and forth process, Ms. Morgan's teaching also shuttled between her exposition of concepts, her interactions with students, and her revised exposition. Just as students' ideas shifted as they encountered texts, so did Ms. Morgan's teaching of the research process grow as she came into contact with students' in the process of doing research.

One of the most important strategies for dealing with the chaos that research entails was the gusto of the instructors. Ms. Shah and Ms. Morgan were both unfailingly enthusiastic about the messy aspects of the research process. For example, when Ms. Morgan spontaneously offered to teach a lesson on specialized encyclopedias when she realized the students needed basic information on the concept of gender, the resulting lesson and the two instructors' collaboration during it conveyed to the students the excitement of research.

At one point, Ms. Shah impulsively interrupted Ms. Morgan and pointed out a sentence in an article from *The Encyclopedia of Sex and Gender* that Ms. Morgan was projecting on the screen. The sentence explained a distinction between "sex" and "gender," a point which Ms. Shah wanted the students to note. Ms. Morgan enthusiastically responded saying that she had just seen a different distinction between "sex" and "gender" a moment earlier in *The Encyclopedia of Sociology*. Leafing through the tome, she found the information in front of the students and paraphrased it for them. In this completely unplanned moment of discovery, in the heat of the chase, the juxtaposing of two disciplines' approaches to a semantic distinction by two enthusiastic instructors, the students caught a glimpse of the pleasure of research.

Another strategy that Ms. Morgan used frequently was typically librarianesque—to introduce students to specialized encyclopedia articles. In these articles students were able to get an overview of a topic. For example, when Ms. Morgan shared with Celia an article on religion, she previewed the article, reading aloud the section headings. This allowed Celia to gain a sense of how the author of the article structured the topic into categories of inquiry. However, it turned out that this was not enough. Celia was still not satisfied with the information they were finding. One more strategy was needed.

Conclusion. This chapter has looked at categories of hurdles that the students needed to jump in their attempts to find information. Students in the study had to cope with too little time and too much navigation, coming up with vocabulary with which to search for texts and then dealing with difficult vocabulary in the resulting texts, whittling their topics down to a manageable size and then managing to maintain their topics in the onslaught of new information. These problems

were substantial, but even more noteworthy were the solutions that the students and instructors constructed in response.

What did these solutions have in common? The answer is most clearly evident in the solution that Celia and Ms. Morgan lit upon—talk. Celia's determination to find the information she sought took the form of talk—extensive talk, elaboration, explanation, dialogue. And while Celia talked, Ms. Morgan listened. This was perhaps the sturdiest and yet most elegant solution to all of the barriers standing between the students and the information that they sought—a commitment to meaning making through the process of dialogue.

Ms. Morgan took time and listened respectfully as Celia found the words to explain that she was less interested in women in the history of the Christian religion and more interested in them from a doctrinal perspective. She said that she wanted to focus on the dignity of women in Christianity based on contrasting their treatment in the New and Old Testaments. For her to express such complex ideas and for Ms. Morgan to listen to them illustrates the power of this learning community, in which relationships, dialogue and intellectual curiosity were privileged.

This moment also shows the emergent and interwoven nature of language acquisition, language use, meaning making, academic literacy skills, and information literacy. At the heart of this chapter is an utter rejection of the idea that language minority students must wait—wait to learn how to find information for academic purposes, wait to become researchers, wait to enter the gates of higher education, *until* their English is college ready. Celia did not wait to perfect her English before seeking information for her research. She perfected it *in the act* of seeking. She plunged in, supported by two caring instructors and a community of fellow novice researchers. This is worth celebrating—the discovery of new language forms, new texts, new ideas, and new research practices *simultaneously*, in the midst of a speaking, inquisitive and chaotic community of learners.

It is worth repeating that the structure of the learning community is what, at least in part, allowed for these kinds of dialogues. After all, what fueled the talk in these courses? One of the ingredients was camaraderie—the students spent extra time together and so were fairly cohesive as a group.

Another was the contextualized nature of learning—the fact that the search for information was a real search for a real assignment in ESL 300. It is important to underscore that learning communities are the only way that a course like LIBR 10 *can* be contextualized in a substantive way. A stand-alone version can be taught around a theme, such as a library course at Chabot College in which the entire course revolves around hip hop (Morrison, 2011), but then the librarian is responsible for both the information literacy and the "content" parts of the course, putting more burden on him or her. And, although librarians constantly offer contextualized information literacy instructions during 60-90 minute periods, there is no possibility for the kinds of extended dialogue observed regularly in this course. Ms. Morgan was able to have a lengthy in-depth conversation with Celia because of learning community's most powerful affordances: contextualized learning, powerful relationships, and plenty of time.

Evaluating Information: Background Knowledge Required   **5**

Students encountered and overcame several categories of problems while evaluating information. Students tended to possess only emergent skills and limited knowledge for assessing the quality of information in terms of genre, authorship, audience, and credibility. In order for the students to thrive, both in this course and in subsequent college courses, these nascent practices and conceptions needed to grow. The students' ability to conduct research in ESL 300 was constrained by the lack of an appreciation of the distinctions between, for example, different genres, such as an encyclopedia and a newspaper; kinds of authors, such as a professor and a politician; types of audiences, such as a popular readership comprised of parents and a scholarly audience consisting of researchers; and, sources of information with varying degrees of credibility, such as a Wikipedia webpage and a peer-reviewed article.

This chapter will explore each of these obstacles linked to the strategies crafted by the instructors and students to surmount them (Table 5.1).

Table 5.1

Evaluating Information: Problems and Strategies

Problems Students possessed limited skills and knowledge for evaluating information in these categories:	Strategies	Student, Instructor, Joint Strategies
Genre	**Explicit Instruction**	I
	Structured Exploration	I
Authorship	**Addressing Major Issues and Ignoring Minor Ones**	I
Audience	**Affirmation of Emergent Understanding**	J
	Student Resourcefulness	S
Credibility	**Complicating Credibility as a Concept**	I

Table 5.2 describes the most significant strategies that were observed.

Table 5.2

Evaluating Information: Most Significant Strategies

Instructor Strategy	Description
Explicit Instruction followed by Structured Exploration	Direct and explicit explanation of complex issues (e.g., differences between magazines and scholarly journals) followed by hands-on exploration with guiding questions (e.g., comparing a journal to a magazine with a worksheet)
Addressing Major Issues and Ignoring Minor Ones	Trusting that less important misconceptions would correct themselves over time, the instructors focused on fundamental issues
Complicating Credibility as a Concept	Conceptualized credibility such that expertise, including the students', was respected throughout society
Student Strategy	**Description**
Resourcefulness	Students used their background knowledge and skills to evaluate information and thrive in the course
Joint Strategy	**Description**
Affirmation of Emergent Understanding	Generally ignoring students' conceptual gaps, instructors affirmed what students *did* understand and then supplied accurate and elaborated explanations

It is important to emphasize that the problems that the students faced are common to all community college students. For example, the difference between a magazine and a journal or the importance of gauging an author's expertise are concepts that are new to many students in community college.

However, the students in this study faced additional challenges related to language. Indeed, the very first piece of information that Ms. Morgan taught the students to evaluate—a webpage from the Pew Hispanic Center entitled "Latinos and Education: Explaining the Attainment Gap"— required a mini-vocabulary lesson on the word "attainment." While it can be argued that many community college students have limited vocabularies and might be challenged by the word "attainment," the students in this study had to overcome significant linguistic hurdles in practically every aspect of information evaluation.

The structure of this chapter—problems linked to accompanying solutions—allows for an emphasis on the ways in which students overcame obstacles, but it risks a kind of backdoor "double deficit" conceptualization of the students: all students lack important skills and knowledge necessary for evaluating information, but these students lacked a second set of linguistic tools. Therefore, it is important to assert at the outset an alternative framework: the students in this study arrived on day one in this course not with a double deficit, but with the potential for powerful evaluative skills—developed beyond the campus and beyond the experience of majority language community college students.

These skills were honed outside of school in the kinds of everyday situations that all students face—evaluating deals in the workplace and marketplace, such as Jose assessing insurance plans for his family or Marcos gauging the reliability of car mechanics. In addition, the students' ability to evaluate information had the potential to be fortified by their experiences while negotiating harrowing situations outside of the traditional mainstream, such as Rigoberto's subtle interpretation of a fellow student's homophobia, Lucia's discernment of her father's and brothers' abusive treatment of her as a young woman growing up in a small town in Mexico, or Aral's impassioned critique of the Iranian government discrimination against him and his family due to their membership in the Baha'i religion.

Translating these non-academic evaluative skills into academic evaluative skills remained somewhat elusive. While Ms. Shah and Ms. Morgan valued the students' experiences, they did not make substantial attempts to draw on them to convey concepts about evaluating information. In the concluding chapter, I call for more research on how such a translation might be carried out.

With these themes in mind, let us turn to the first problem that students faced—a lack of knowledge of the various categories of genres involved in academic research. These problems are grouped according to the categories that Ms. Morgan used to teach students to evaluate information. These are standard categories in information literacy instruction.

Problem: Genres. To improve students' ability to evaluate information, librarians engage in instruction to emphasize distinctions among the various basic genres associated with research, such as books, encyclopedias, periodicals, and websites. Since periodical literature is especially important in college research, librarians often highlight the differences among newspapers, magazines, journals, and trade or professional publications. They also introduce the concept of the peer-review process for scholarly journal articles.

Community college students come to the research process with a variety of levels and kinds of experience with many of these concepts. Generally speaking, community college students have a great deal of experience with the more basic concepts involving genre, such as the concept of a website or the concept of a print-formatted book. Of course, they are often unaware of the genres and concepts associated with post-secondary education, such as scholarly journals and the peer review process (Fry, 2010). With all of these concepts, both familiar and new, students generally need to deepen their appreciation of the relationship between the information that they find and the genres in which they find this information. These concepts are often readily apparent and easy to grasp for most students.

The students in this study were no different. For example, in a whole class discussion, students immediately verbally affirmed Ms. Morgan's assertion that a website can be updated repeatedly, while a printed book cannot. Similarly, when Ms. Morgan solicited differences between a book and a periodical article, students volunteered that the book was much bigger and therefore could go into more detail than an article.

However, the students did experience some problems with some of the concepts involved in the differences among the basic genres involved in college research. For example, even after two sessions of explicit instruction, several concrete examples, and hands-on exploration of the differences between magazines and journals, Jaime and Ronato mistook a journal for a magazine. This mistake was understandable because the periodical in question, "YC," a peer-reviewed journal from the National Association for the Education of Young Children, was glossy, full of colorful illustrations, and formatted like a magazine. Nonetheless, the students apparently overlooked the fact that articles had lists of references and were clearly not intended for a general audience.

Rigoberto's group misunderstood the concept of the journal. Not realizing that the journal was composed of individual articles, they thought the journal was one long document, similar to a book. In addition, when placed in groups and asked to contrast a scholarly journal devoted to child welfare with a magazine offering teaching and managerial tips to early childcare providers, Rigoberto, Armelita and Sara focused on a distinction between their content, Rigoberto saying that the child welfare journal was more about children's rights while the magazine was about childcare.

To be sure, Rigoberto was correct, but he had missed the point of the exercise, which was to contrast the genre, not the topics of the content. Finally, Sara's analysis of the differences between magazines and journals was that magazines had more pictures and journals had "more information." It is probable that Sara was using the word "information" to mean "text." Nonetheless, a deeper understanding of the difference between magazines and journals was necessary to enhance her ability to complete research in college-level courses.

Strategy: Explicit Instruction & Structured Exploration. One of the solutions to these problems, as well as the problems involved in authorship, audience, and credibility discussed below, was crafted by Ms. Morgan—explicit instruction followed by structured exploration of periodicals. She spent two consecutive class sessions on basic concepts related to periodicals and the differences between magazines and journals. For the first session, she held up three periodicals, "The Writer," "People en Español," and "College Composition Communication" ("CCC") and contrasted them according to authorship, audience, subject matter, article length, purpose, and amount of advertising. Students responded to her warm and engaging presentation by participating enthusiastically. For example, when Ms. Morgan stated that the author of an article about Penelope Cruz in "People" had to be a good writer, but that we, as readers, would probably not ponder, "I wonder if they have a Ph.D." Aral, added a humorous tag, "In Hollywood life."

Her comparison of "The Writer" and "CCC" was especially useful to the students, since the novice researchers seemed to have more difficulty grasping the differences between a magazine on a serious topic, such as writing, and a journal than they have when comparing a magazine on popular culture to a journal. She pointed out that an article in "CCC" provided the author's

credentials and affiliation and included a list of references, showing that the author had researched his topic.

She also contrasted the subjects and titles of the article in "CCC"—"Research Trends in High School and College Writing Research"—with the article in "The Writer"—"25 Tips to Sharpen your Writing." She stated that a person might read "The Writer" on the beach or read it to become a better writer, but that if students were doing research for a paper in college about writing they would probably want to use "CCC". She emphasized that the periodicals were equally valuable but were useful for different purposes, finishing her presentation by stating, "It's not that one is better than the other."

Then she asked students to find a partner, leave the library's classroom, walk to the periodicals area of the library, browse the choices, select a periodical, bring it back to the classroom to analyze it according to a worksheet (See appendix), and informally report their findings to the class.

For the second session, she began by showing the students a 5 minute video clip on the peer-review process produced by librarians at the University of North Carolina which she had found on Youtube. After showing this clip, she led the students in a discussion of the peer-review process. Afterwards, she broke students into small groups of 2 to 4 students, and gave each group two periodicals—a journal and a magazine—in the same general area of knowledge, such as childhood. She asked them to contrast the periodicals, again using guiding questions from a worksheet. This solution generated rich discussions of the periodicals during both sessions, allowing all students—not just the more assertive ones—a chance to speak in a low-stakes context. In these discussions, students were able to articulate their understanding of the distinctions between popular and scholarly periodical articles. Ignacio, for example, described the difference between a magazine and a journal by saying that a journal has more "evidence."

Problem: Authorship. Students experienced some difficulty with aspects of evaluating information related to authorship. For example, Sion, sharing her group's findings about the magazine "Time," reported, "We didn't find the author of the magazine." This statement possibly indicates a misconception about the nature of the magazine similar to Rigoberto's group's misunderstanding about journals.

An unusual mistake related to authorship was made by Nadimah, who received help on an assignment from her brother-in-law, as described in Chapter Three. She thought that the author of a quotation she had found about writing for her second essay was by a singer named Isaac Bashevis, when actually the author was Isaac Bashevis Singer. She reported that she didn't know anything about the author. If she wondered why a singer was discussing writing, she did not mention it. This is an especially interesting misconception since her brother-in-law had encouraged Nadimah to look for this specific author.

A relatively minor mistake related to authorship was made by Mihret while creating a citation for a Google Book. Mihret mistook the author's affiliation, Yale University, for the publisher. It is possible that some of the confusion was due to the placement of the author's brief biographical information on the title page verso, where students were taught by Ms. Morgan to look for bibliographic information, such as year and city of publication. Compounding the problem,

Google Books displayed the cover of the book, omitted the title page itself, and then displayed the title page verso. Adding to the confusion, the name of the publisher was Walter de Gruyter, Inc.

A more serious and more common problem was mistaking the editor for the author. This problem surfaced when students found information both in their main textbook, an edited anthology, and beyond their textbooks, such as when Martina cited the editors of an online encyclopedia instead of the author of the particular encyclopedia article that she was using. This was a particularly interesting case because Martina used a citation generated by the database in which the encyclopedia was located. The citation itself was flawed. The co-authors of the article were named in the document, but because of the placement of their names -- above the generated citation and below the list of references—and because the names were not identified as the authors, it would have been difficult for a novice researcher to discern these names as the names of the authors.

This same problem of interchanging the author and the editor also occurred repeatedly with the students' textbook, *Fifty Essays: A Portable Anthology* (Cohen, 2011), which was filled with authors such as Martin Luther King and Frederick Douglass. Students, especially in the beginning of the semester before instructed otherwise, would cite the author of these essays as Samuel Cohen, who was the anthology's editor. Although this issue is closely related to using information, which will be discussed in Chapter 6, it is mentioned here to show that students' grasp of the importance of authorship as a concept with which to evaluate information was still emerging.

Strategy: Addressing Major Issues & Ignoring Minor Ones. The main solution to these problems came primarily from the instructors. Both Ms. Morgan and Ms. Shah explicitly ignored the less important issues related to authorship in order to focus on more important concepts, such as the authors' credibility, discussed later. For example, when Sion stated that her group could not find the author of "Time," Ms. Morgan did not comment. Trusting that these initial misconceptions would be worked out over the course of the semester and deciding that Sion might be embarrassed to be corrected in front of the class, Ms. Morgan opted to ignore this mistake. She similarly ignored the problem of Martina's computer generated citation, explaining later that she wanted to focus on more important issues.

As Nadimah's mistake involving Isaac Bashevis Singer did not have any significant impact on her essay, Ms. Shah did not comment on it. Mihret's mistaken belief that Yale was the publisher of the book that she was citing was addressed by Ms. Morgan in a friendly and supportive manner when Mihret asked for individual help. Ms. Morgan clearly explained the situation. She reassured Mihret that identifying the publisher was not usually so complicated, adding, "It's hard to read sometimes."

However, Ms. Morgan did comment on other aspects of authorship during other students' presentations. For example, when Aral presented his group's analysis of "People" magazine, Ms. Morgan used the opportunity to discuss the fact that the author did not need "a Ph.D. in Kim Kardashian." She stressed the fact that "People" would hire a journalist having specialized knowledge of the Hollywood scene and popular culture. She asked the class, "Would they hire my father? He doesn't know anything about Kim Kardashian."

Problem: Audience. Students also had some difficulty with the issue of audience. For example, Jaime reported that he and his partner for the exercise, Ronato, felt that "parents" were the audience for "Young Children," the periodical that they explored. This was a reasonable guess, given that children figured prominently in the content, and, no doubt, some readers might indeed use the journal for reasons related to parenting. However, early childhood educators and instructors of early childhood educators were the primary audience. In another example, Sion, reporting her group's findings about the popular news magazine "Time," declared that the group thought the audience of the magazine was veterans. This was probably due to the fact the cover story was about veterans. If, as described above, Sion's group believed that the whole magazine was one continuous document, then their mistaken view of its audience was a reasonable conclusion. Sion's follow-up comment—"we choose the veterans because they are more interested"—also indicates possible confusion about the concept of "audience." It's also possible that she was nervous reporting to the whole class, that her group's interest in the exercise might have been limited, and that their skimming and scanning skills might have needed developing.

The issue of audience surfaced again during a discussion of specialized encyclopedias, jointly led by Ms. Morgan and Ms. Shah. Like many librarians, Ms. Morgan encouraged the students to use specialized encyclopedias to build their background knowledge and to gain holistic understandings of their topics. One of the library's databases that Ms. Morgan was instrumental in purchasing was Gale Virtual Reference Library, a collection of online specialized encyclopedias. In her demonstration of this relatively new database, Ms. Morgan typed in the search box the word "gender" and retrieved encyclopedia articles from a variety of disciplines. Pointing to two different articles, one from *The Encyclopedia of Psychology & Classroom Learning* and the other from *The International Encyclopedia of Marriage and Family*, Ms. Morgan asked the students what the difference might be in perspective between them. When it was clear that the students were not going to answer, Ms. Shah tried clarifying the question, "So, what will you read about in either one of them? Or who is the target audience for either one of them?" The classroom was silent. Eventually Gisem answered, "I think their audiences are families." Gisem went on to elaborate on this answer, describing an essay about gender and learning styles that she had read in a previous ESL course.

Strategy: Affirmation of Emergent Understanding & Student Resourcefulness. What were the strategies that were employed to face these difficulties associated with the concept of audience? First, Gisem's answer and Ms. Morgan's response—"Absolutely! Excellent answer!"— exemplify the cooperative, affirming and tolerant approach of the learning community's instructors. Although Gisem's answer was not what Ms. Morgan or Ms. Shah expected, it was affirmed as "excellent." Rather than focusing on the fact that Gisem did not directly answer the questions posed by her instructors, Ms. Morgan indicated to Gisem, to the class at large, and to Ms. Shah that she valued Gisem's ideas, thereby maintaining a learning environment in which students were encouraged to contribute their thoughts. What role did the learning community structure play in this encounter? It is obvious that without it, team teaching could not have occurred. Because of the team teaching, Ms. Shah was able to try to assist when Ms. Morgan encountered trouble. Also, it is arguable that Ms. Shah benefitted from observing Ms. Morgan's response to Gisem.

Second, Gisem's answer shows a classic strategy of the students in this study when faced with tough questions—resourcefulness. Gisem drew on her past coursework to give an answer to the

question. She gained an opportunity to articulate the connection between past and present coursework, possibly garnered some prestige in the eyes of her classmates who were unable to answer the questions, and it is likely that she gained the gratitude of the instructors who, realizing that the students were perplexed, finally got a response after a period of prolonged silence.

As with Sion's mistake about the authorship of "Time" magazine, Ms. Morgan did not correct Sion's idea that veterans were the magazine's audience. Ms. Morgan and Ms. Shah's strategy, in general, was to ignore misconceptions in whole group discussions, affirm the students' articulations of their emerging understandings of concepts—such as by joining in the laughter when Aral identified the audience of "People" magazine as "teenagers, and people doesn't have any life,"—and to provide direct instruction to correct mistakes. For example, after responding to Gisem with "excellent answer", Ms. Morgan went on to refer to the article from *The Encyclopedia of Psychology & Classroom Learning*, explaining:

> 'Gender Identity.' This is talking to psychologists, to teachers, to counselors, to people who work with kids in the classroom and talking about how gender identity might affect how kids learn, how they interact with other kids in the classroom, things that teachers might want to think about if they want to help students be successful.

She continued, contrasting the two encyclopedias further.

Problem: Credibility. Students' problems with issues involving credibility were significant. An overarching finding was that students tended not to focus on issues related to credibility. They were rarely observed to gauge the credibility of an information source or to discuss these issues without prompting from instructors. In the few instances when credibility did surface as a topic, students were observed to approach the concept without a great deal of nuance, regarding information as either true or false. Before exploring this finding, it is important to assert three points, lest deficit-oriented approaches to the students seep into the discussion.

One, the ability to discern if information is basically true or false is a fundamental and universal component of being human; as such, this basic evaluative practice—discerning the veracity of a piece of information—is framed not as something to be denigrated but rather as a powerful resource. Two, the students brought this resource to the course, arriving with years of experience in the practice of assessing the credibility of information in all sorts of contexts outside of school. For example, Marcos reported that discerning the veracity of information was tied to the significance of that information in his life: "For me it depends how important it is. I can make a research to get a new insurance policy and car repaired [unclear]. It's important for me [unclear] to be careful getting the contract, policy, thing like that."

Jose concurred with Marcos: "I research the integrity of companies, if I'm going to buy something, like he [Marcos] said, from an insurance company. Maybe the name, I don't know it too much, but it's offering me a good deal. I do research and see what's the rating of that company and what are the comments from other people. I do a lot of that." When encouraged to connect this non-academic research to academic research, Jose added, "When you do the researches in college, you gotta find the author, the date, publisher, and you gotta make sure it's a trustworthy source, right? The same thing when you do something personal, you gotta make sure

it's somebody, it's trustworthy. You can trust it. It's not just someone who is mad at the company, talking bad about it [unclear]."

Three, community college students in general do not emphasize credibility as a criterion for evaluating information in the research process, and, when they do engage in discussions of credibility, they, like the students in this study, tend to place information in simple categories, such as fact and falsehood, or even fact and opinion (Fry, 2010; Hiss & Boatright, 2003; Leckbee, 1999).

In interviews and during the focus group, Jose mentioned the importance of credible sources more than any other student, and yet he reported that his favorite news source was Fox News, which he seemed to embrace uncritically. When asked to define research, Jose spoke eloquently of the need for credible sources of information:

[Research is] searching for back up information for any type of homework or assignment, *good* back up information, like good sources with references. And knowing how to do a good research you will find, how do you say that? Confident? Uh...good sources. Because you can find a lot of things on the Internet that are just not, you don't know the sources [unclear], you don't know who typed. But when you learn how to do a good research you learn how to identify what are the most trustable websites, the most trustable sources of information to do your homework and help you with your tasks.

He also wrote in his fourth essay about the need for discernment in a media rich world: "People should be careful who to believe and what to believe. There are so many voices out in the media that we have to take time before rushing to conclusion and agreeing with a topic like the war in Iraq." These words were in support of the war. He seemed to hold unexamined views of the Bush administration's justification of the War in Iraq. More specifically, he seemed to equate the need for credible sources with the need for "true" or "correct" sources in an uncomplicated sorting process involving a dichotomy of "true" and "false" information.

Like Jose, Gisem affirmed the necessity of gauging sources' credibility in the research process, but, again like Jose, she conceptualized credible information as a straightforward practice of identifying the "truth" about topics. She wrote about the need for credible sources in her final reflection on LIBR 10:

Through out the Library 10 class I learned how to use online sources correctly, which sites are reliable and which ones are not, which sites use accurate information, how to incorporate the information taken from the Internet in my essays….

However, her understanding of the treatment of Armenians by the Turks during the early Twentieth Century was, like Jose's view of the war in Iraq, similarly lacking in nuance, as seen in this excerpt from her final presentation to the class:

I really want to explain this situation to you because peoples don't know a lot of things about it. In the U.S. a lot of Armenians lives. And then they think that Ottoman Empire made a genocide to them, and then every April 21st, they are just -- how can I explain -- they have some really bad campaign to say that Turks and Ottoman Empires made a genocide to us. But it's not true. The real thing is um, if you want to know and if you want to learn, you can search. And then Turkish

government actually is open. And then you can see that, at that time Ottoman Empire was going to fell down and then Armenians betrayed us. And then they make an agreement with Russian and France for the World War I, and then they fight against us. And then, of course, it's war and we had to kill them. But they killed more than we killed.

It is not that Gisem's related essay lacked credible sources. In her final essay she quoted Bruce Fein, a former Reagan administration figure who offered useful critiques of claims of an Armenian holocaust. However, she placed inordinate trust in the credibility of the Turkish government's archives, which she invoked but did not discuss. Predicated on what appeared to be a dichotomous conceptualization of credibility assessment—a simple sifting of the true from the false, Gisem's stance seemed inflexible, nationalistic, and unexamined:

This ugly attack to my history, country and people didn't affect my identity, my love and trust towards my country but instead made me more passionate. Thanks to the archives that we have as a nation, I have endless confidence in my country. Bruce Fein, who was the legal consultant of former president, Ronald Reagan, quotes "If Armenians have proof, why are they scared to take their dispute with the International Court of Justice? Because they know that their archives also show that they betrayed Ottoman and killed many Turks in order to get independence."

Just as Jose's and Gisem's approach to the evaluation of credibility seemed fixated on an overly simple distinction between fact from falsehood, the issue of credibility arose the day after the assassination of Osama bin Laden in a similar way. Ms. Shah led the students in a discussion of this event, relating it to the students' fourth essay assignment (Table 5.3). Discussions of Bin Laden's death were, of course, taking place in countless contexts as information about Bin Laden's death was evaluated and a debate about releasing photographic evidence of his death engaged the public at large. The binary nature of the discussion in ESL 300—Bin Laden is dead; no, he's not—was similar in many ways to the discussions taking place worldwide.

Table 5.3

Transcription of Discussion of Bin Laden

1	Valentina:	They are thinking about not showing any pictures or anything about him
2		because they don't want he became like a hero over there in [unclear]
3	Ms. Shah:	Okay, so they don't want him to be a hero. Okay, and that's why they are
4		not showing photographs. They didn't show his burial either. Where did
5		they bury him?
6	Many voices:	In the sea
7	Ms. Shah:	At sea
8	Aral:	Really, they buried him at sea?
9	Gisem:	Yeah, and also they declared that it's, it's Islamic things, but it's not.
10	Aral:	Yeah, it's against
11	Ms. Shah:	Burial at sea is not Islamic, but…
12	Gisem:	Um yeah, they say, uh, that they.
13	Jose:	I think the sharks already get him.
14	Ms. Shah:	Burying within 24 hours, yes
15	Gisem:	According to Islamic belief, but when I read this thing I was like, what?!

16	Ms. Shah:	Yes.
17	Gisem:	It's ridiculous.
18	Ms. Shah:	Yes, I know a lot of things you think of 'Hmmm, that's interesting.'
19	Nadimah:	[Unclear] throw him in the sea. I don't believe they killed him for real.
20	Gisem:	Yeah, me too!
21	Nadimah:	Let's see this. That's, that's serious. I want to see him to believe.
22	Gisem:	Yeah, to believe.
23	Nadimah:	Because I don't believe there is Osama bin Laden at all.
24	Gisem:	Me, too
25	Nadimah:	For sure
26	Ms. Shah:	Okay, so we have a response here: we don't believe it 'til we see it.
27	Jose:	He's dead. Come on, guys.
28	Susanna:	[Unclear] first they say [unclear] pictures and now they're saying that they
29	David:	Say that again louder, please.
30	Susanna:	That they said they are going to show pictures on the, um, TV and now
31		they say they throw him in the sea. So,
32	Ms. Shah:	Speak a bit louder
33	Susanna:	Well, I just think he's not dead. [using mouse; looking at her computer
34		screen]
35	David:	What do you think?
36	Susanna:	I think he's not dead.
37	David:	You think he's not dead.
38	Aral:	I think he *is* dead.
39	Jose:	He is dead.
40	Gisem:	I don't think so.
41	Aral:	[Unclear] Obama announced it official; that means he's dead.
42	Gisem:	[Unclear]
43	Ms. Shah:	Okay, so there is a controversy about…
44	Gisem:	[to Aral] They didn't show.
45	Aral:	[to Gisem] They did show.
46	Ms. Shah:	The burial, the, you know, and people from the simila-- same faith are
47		wondering, 'huh! We didn't'-- I mean, you, you can keep a body for
48		specific reasons. You don't *have* to bury them within 24 hours, at least
49		from the point of view that I understand the religion.
50	Female voice:	Yes
51	Ms. Shah:	But, yes, that is something that is interesting. Now your next essay, your
52		last essay for this class, is going to be about
53	Jaime:	Osama bin Laden [laughter]
54	Ms. Shah:	about [more laughter] politics or history, and how you identify yourselves.
55		How it helps shape who you are. Okay. Now, the reason I brought up this
56		discussion is in three weeks I'll be going to Pakistan to visit my family.
57		Okay, and I was there in the winter, and….[discussion continues]

Refuting the idea of burial at sea as an Islamic custom, Gisem applied her background knowledge as a Muslim (Line 9) to gauge the credibility of the Obama Administration's accounts of bin Laden's death. It seems likely that Gisem's interpretation of the Administration's statement was due, in part, to its wording, "Buried at sea, in accordance with Islamic practice and tradition" (CNN, 2011). This statement raised questions for many Moslems, including scholars. The administration's statement could express at least two ideas. First, Bin Laden was buried at sea and that his burial was done properly, in accordance to Islamic traditions. Second, it could alternatively be interpreted that Bin Laden was buried at sea because that was the proper Islamic way, which was Gisem's interpretation. During a subsequent break, when the first interpretation was expressed to Gisem, she agreed that that was a possible interpretation. She also acknowledged that a burial on land could have resulted in Bin Laden's burial site turning into a shrine or his body being stolen. However, she remained skeptical about the fact of Bin Laden's death.

Ms. Shah's comment that she was somewhat skeptical about some components of the account (Line 18) may have encouraged Nadimah (Line 19), Gisem (Line 20), and Susanna (Line 33) to cast doubt on Bin Laden's death.

Nadimah and Gisem, both Moslem women, may have felt especially empowered by their female Moslem instructor's expression of skepticism to assert their disbelief of the official account of Bin Laden's death. It is possible, that Nadimah and Gisem questioned the very existence of Bin Laden (Lines 23-25). Susanna, however, was not a Moslem, and yet she felt authorized, by some means, to express her belief that Bin Laden had not been killed. It is important to note that this was one of very few times during the entire semester that Susanna participated in a classroom discussion and the only time in which that participation was self-initiated. While sharing her thoughts, she spoke very quietly and kept her eyes on her computer screen and a hand on her mouse, as if hedging her bet on her participation in the discussion. She may have felt empowered to contribute because she was interested in the controversial nature of the topic.

Known for making humorous and sarcastic comments, Aral's comment—"Obama announced it official; that means he's dead" (Line 41)—cannot be taken at face value. Although his words can be interpreted in various ways, they are an indication of his awareness of the issue of credibility.

In general, however, credibility was not an issue which students discussed very much at all or seemed aware of throughout the semester. Setting aside the cases of Jose, Gisem and the discussion of Bin Laden's death, there were not many instances in which students discussed or manifested awareness of the credibility of information. This lack of awareness of credibility as an important criterion for evaluating information was, in itself, a problem facing the students.

Strategy: Complicating Credibility. Ms. Morgan tried to raise the students' awareness of credibility issues from early in the semester, seeking to instill in them an appreciation of expert, authoritative information, but the appreciation that she tried to develop in the students was a complicated one. The emphasis on the expertise of the author, a central tenet of information literacy, is sometimes presented to students in ways that diminish the students' own sense of authority (Luke & Kapitzke, 1999; Patterson, 2009), but Ms. Morgan deftly led students to see

the value of authoritative sources while honoring the students' experience. She did this in two ways.

First, she defined research in such a way that acknowledged the students' knowledge: "Research is filling out your own understanding of a topic." Second, she explained that she was going to teach students how to find information written by "experts," including people "who might have studied an issue for many years." After discussion such experts as professors and other researchers, she then asked the students how they would get expert information on the experience of ESL students in college. A student responded, "Interview students," which Ms. Morgan enthusiastically endorsed, explaining briefly that information from such experts is sometimes called "primary sources." By framing the students' college experience as a source of specialized, authoritative knowledge, Ms. Morgan complexified the concept of expertise and, by doing so, was able to include students' as experts.

Supporting the students' research needs related to their first essay, on education, for Ms. Shah's class, Ms. Morgan's demonstrations in the early weeks of the course took the students to such websites as the Pew Hispanic Center, the Public Policy Institute of California (PPIC), and the National Center for Educational Statistics. She taught students to assess the credibility of websites by looking for an "about" or "about us" link, clicking on it, and reading the information. For example, on the PPIC website she demonstrated finding and clicking the "about" link and reading aloud some of the text found there, including the word "non-partisan," which she explained briefly. Teaching students about differences among Internet domains, she showed them how to perform advanced Google searches limiting their searches to .org or .gov.

Throughout the semester she also demonstrated how to look for and assess the authors' credentials and affiliations. She noted "Works Cited" or "References" wherever they appeared, soliciting from the students the idea that these lists of sources indicated that the author had done research. She emphasized that these authors included lists of references for the same reason that the students themselves created such lists of sources—to show their research. Just as Ms. Morgan invited students to perceive themselves as similar to seasoned researchers by framing their college experiences as authoritative knowledge, she also subtly included them in the research community by highlighting the similarities of their bibliographies to the bibliographies published online and in print. This strategy of inclusion was also deployed in her teaching about a popular information source among students—Wikipedia.

Ms. Shah and Ms. Morgan viewed the students' relationship to Wikipedia as a resource, but as a resource that needed refining. Students used Wikipedia throughout the semester in a variety of ways that benefitted them. For example, Marcos found an interview of Noam Chomsky by Amy Goodman through Wikipedia's entry on Chomsky; Celia skimmed a Wikipedia entry on "gender" during a class discussion; Shway expressed his appreciation of Wikipedia's concise and understandable coverage of such terms as "thesis statement"; and, Jaime instantly found biographical information there when Ms. Shah mentioned Leonardo da Vinci. Also of benefit to the students, information on Wikipedia was easy to access. The students usually arrived at Wikipedia via a Google search.

Wanting to build upon students' research practices, Ms. Morgan and Ms. Shah told students that they were allowed to cite Wikipedia in their essays, but that they should try to find more

authoritative sources. Reflecting out of earshot of students, Ms. Morgan expressed the hope that this policy might result in less plagiarism from Wikipedia, a problem that librarians and instructors across campus had witnessed for some time. The instructors also encouraged students to think of Wikipedia as a starting point. Ms. Morgan specifically advocated using Wikipedia to build background knowledge and to find more authoritative sources, which is how she and the other librarians at Ladera used it.

Ms. Morgan taught a lesson on Wikipedia early in the semester. Displaying a webpage from Wikipedia, she asked a series of questions: "Who creates the entries?" "Who writes it?" "Where does it come from?" When her questions were met with an intrigued silence, she clarified, "Who is allowed to put the information up here?" One student answered, "Everyone."   Ms. Morgan affirmed this answer, writing on the white board the phrase "The wisdom of the crowd." She went on to say, "You can write on Wikipedia; I can." She added that "You can find information about your hometown," a philosopher or a singer. Pointing to the phrase on the board, she explained that some people say the information on Wikipedia is "wisdom."

Writing a second phrase on the board "ignorance of the mob," she said that other people say it is not the wisdom of the crowd. She asked what a "mob" is. Shway offered, "Italian mob," and someone else said "Fools." Melissa affirmed this, defining mob as "A big, angry, large group." One student, confused, asked fairly loudly, "Why are they mad?" but Ms. Morgan either did not hear this question or ignored it.

She said, "I love Wikipedia," but she cautioned them that anyone can contribute to it. Aral asked, "And that's why they say it's not trustable?" Ms. Morgan responded, "Right, and [pause] I don't know," and then she briefly debated whether or not students should trust it, contrasting it with more authoritative books and articles.

She then went on to edit the Wikipedia article on Ladera College, typing, "Ladera College is in Barbados, and you learn how to ski and make cupcakes and every student gets a hundred dollars to go to class." The students seemed delighted and intrigued by Ms. Morgan's demonstration. She explained that a problem with Wikipedia was that "there is no filter." Ms. Morgan's solicited ideas for improving the article, encouraging them to contribute information about the college that would be useful to readers unfamiliar with the school, "If you were a new student, what would be helpful?" After some debate, they choose the issue of parking, discussed the wording, and added the information to the article.

Ms. Morgan's approach to Wikipedia positioned the students as experts and as producers of information. Her approach also avoided a heavy-handed approach to Wikipedia as a tree of forbidden fruit, declared off limits by the authorities, yet irresistibly delicious. Instead, she encouraged students to view it as an exchange—a place where local, informal experts could share their knowledge in order to help newcomers.

Conclusion. None of the students in this study had heard of the peer-review process for vetting scholarly journal articles, but all of them were constantly reviewing their peers in and outside of the classroom, judging information and sources of information as they made their way in the world. All 23 of them arrived prepared to learn practices involved in evaluating information for academic purposes based on a lifetime of experiences in which their evaluation of information in

non-academic contexts had been engaged. They brought with them evaluative skills forged, in many cases, by situations in which knowing what to make of information, whom to trust, and how to read a situation mattered a great deal. For example, when Ms. Shah helped Marcos with his essay on the civil war in El Salvador, in which he described suffering involving hunger, human right violations, and killing, she asked him "Where are you getting the information?" Marcos responded, "I live it." When Rigoberto invited me to a fundraising event for an organization serving undocumented LGBTs, he paused before mentioning, assessing the moment carefully, that this group had helped him with some paperwork problems. When Nadimah was asked how her identity as a Jordanian opposed to King Abdullah II was impacted by the events of the Arab Spring, she became emotional:

Nadimah: When I see the TV or look at the news, everything is bad. Everything is, um, give you a wrong picture about people over there. Most of them, they are good, really good. But outside the Arab world they don't know about that. I feel so sad for that. I hope one time [Nadimah stops speaking, choking up].

Ms. Shah: [Intervening] So, you are still optimistic?

Nadimah: Yes.

The relationship between these students' evaluative practices beyond the campus and their ability to evaluate information for academic research is far from clear. Perhaps these experiences contributed or had the potential to contribute to the students' ability to assess information critically. Marcos, for example, exhibited a powerful critical stance while discussing a 19th century sexist scientific findings in which women's brains were compared to the brains of gorillas:

For me the big problem is when you say "yes" when a scientist or scientific doing research in some study in a specific -- in any area, any field, and you say "yes, it's okay." If you don't make criticism, that's why it's a problem. What happens if, for example, he compared a man with a dog? And people say, "Yes!" because he is a scientist. No, that's no good.

In closing, the relationship among the students' experiences with evaluating information beyond the campus, the problems involved in evaluating related to genre, authorship, audience and credibility, and the solutions that the students and their instructors crafted in response, is unclear. However, in analyzing the obstacles faced by the students when evaluating information, a resource-oriented approach to their compelling life experiences seems worthy of further examination.

Using Information: Incorporating Sources from Outside Sources   **6**

Introduction. When asked why students use information from outside sources in their essays and other college assignments, Aral responded eloquently: "I have to use it. It is required for me, because if I don't use the research and I just my opinion about it, it just, it's not complete. That's just your opinion, but what about other people's opinion? Because the world is just about communication. You have to know other people's opinion…"

Aral's response illustrates the understanding that the students generally had about research and its purpose—the idea that research completes academic writing by linking the writer's ideas to others' ideas. Incorporating outside sources of information into the students' assignments, one of the ACRL's 5 standards of Information Literacy, was difficult for almost all of the students. Although this chapter discusses in detail problems that students experienced while using information in their work—problems ranging from understanding the conventions of quotation marks to understanding the meaning of the quoted material itself—the students generally had a clear understanding of the whole point of using outside sources of information.

Not only did students understand well the reasons for incorporating outside information, they also were, in many cases, strongly engaged in the process, expressing enthusiasm when they came across information that they could use. For example, Jose found this quotation while doing research for his essay on the Iraq War:

> It is not difficult to make the case against George W. Bush, Jr. There have been mistakes. But in their abuse of him, many of his liberal critics demonstrate their own weak hold on reality. In trying to belittle him, they merely reveal their own littleness. George Bush is a much more considerable figure than the caricature version. As he has set great events in motion, it will be impossible to judge his Presidency for many years. It is not impossible that history will offer a partial vindication. (Anderson)

After reading this quotation, Jose commented with passion, "That's a good thing he wrote there, huh? Very clear." Setting aside questions about the merit of Anderson's argument, we can celebrate this moment in which a novice researcher found information that spoke to him powerfully. This example is especially potent in dispelling unfounded deficit-oriented notions about students' research abilities. Jose's limited skill with the mechanics of composition—for example, his semester-long difficulty in ending sentences with periods and beginning them with capitals—had no impact on his passion for the quotation and his eagerness to learn how to deploy it to bolster his argument.

Although this chapter will at times describe in great detail the difficulties that Jose and his classmates experienced when using information, what is of more interest and value is the capability of the students, who, after all, used information throughout their non-academic lives every day, while shopping, while working, while making their way in the world. The solutions that the students and their instructors crafted in order to overcome the problems of using outside sources of information in their essays and presentations shimmer with competence, ingenuity and savvy.

This chapter is organized into broad problems and solutions involved in using information: reading comprehension, background knowledge, and sources embedded in other sources (indirect quotations). These problems were chosen for discussion because they were the most substantial issues that students faced when incorporating the ideas that they found in outside sources into their compositions (Table 6.1).

Table 6.1

Using Information, Incorporating Ideas: Problems and Strategies

Problems	Strategies	Student, Instructor, Joint Strategies
Reading Comprehension	Acknowledging the Problem	I
	Shuttling Teaching Technique	I
	Acknowledging Instructors' Self-Limitations	I
	Translating	S
	Re-reading	S
	Learning Community Structure	I
Background Knowledge	**Nested Solutions**	J
	Small-Group and Whole Class Discussions	J
	Clues and Questions	I
Indirect Quotations	**Guided Re-reading**	J
	Student Humor	S
	Emphasizing Disagreements	I

The most significant strategies created by students and instructors to overcome them are provided in Table 6.2.

Table 6.2

Using Information, Incorporating Ideas: Significant Strategies

Instructor Strategy	Description
Guided Re-reading	Instructors guided students in re-reading text to note tiny but important clues, such as quotation marks and key words
Emphasizing Disagreements	Conflict between authors was highlighted by instructors to help students understand difficult text
Student Strategy	**Description**
Re-reading	Students discovered relationships between texts by re-reading them
Joint Strategy	**Description**
Shuttling Teaching Technique	Practical solutions constructed by students were observed by instructors and shared with class
Nested Solutions	Students' background knowledge and comprehension were shared through nesting of 3 solutions: discussion in small groups, careful instructor listening, and further guided discussion

Before going into detail about incorporating ideas in this chapter, it is useful to contextualize the whole enterprise of using sources. Learning to use outside sources was generally difficult for all of the students. It is useful to remember that, like almost all community college students, the students in this study did not have a great deal of experience in using sources. The students in this study faced the additional challenge of having to use sources in a second language. They also had to learn how to do this based on Ms. Shah's and Ms. Morgan's instruction, again, in a second language. Staying alert to the sheer difficulty of the task of using sources was essential to my research, because there were many moments during the study when what appeared to be a relatively easy task of finding a quote and inserting it in an essay was difficult.

For example, Shway, an intelligent and hardworking student who received a certificate from Ms. Shah for being the student with the highest grade in the class, was intent upon earning 5 extra credit points by incorporating an outside source into his essay about himself as a writer. Specifically, he wanted to include a concise definition of "thesis statement." With my assistance

we navigated to the website of a writing center at Indiana University, where we found in large font at the top of a webpage: "What is a Thesis Statement?" Following this were the words,

Almost all of us—even if we don't do it consciously—look early in an essay for a one- or two-sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

I lingered on this part of the website and encouraged Shway to try to use it. He read it, thought for a moment, and, when I asked if he thought he could use it in his essay, he replied, "I'm looking for the definition, the meaning. [Pause] Not really." Although it is not clear what it was about this passage that Shway did not like—perhaps the embeddedness of the definition—what is clear is that a capable student possessing motivation, a well-defined information need, and the assistance of a librarian did not experience success using what appeared to be a piece of information that seemed well-suited for his essay.

Problem: Reading Comprehension. A primary problem that students faced was the very basic problem of understanding the meaning of outside sources that they found. Students engaged in research had to read all kinds of texts that they had found, without the text having been selected by an instructor, without the contextualization that a textbook might provide, and without the aid of instructor-led discussion or peer-assistance. Armelita summarized this problem, "In school I feel under pressure; find all the information, understand it. If I don't understand it, I have to get another."

Armelita's comment highlights an important tradeoff involved in the kind of reading that students did while researching. On the one hand, if they did not understand a source, they had to find another source. As Armelita pointed out, this contributed to the "pressure" that the research process generated. On the other hand, the research process did allow for finding and using alternative sources of information, which can be seen as a significant benefit. After all, how often are college students required to read very challenging texts with the possibility of rejecting them and finding easier or more relevant texts? This almost never happens in higher education; required reading is just that—required.

For example, Fernanda, a student from Brazil who wanted to get a certificate as a personal fitness trainer, reported that reading a homework assignment—Joan Didion's "On Keeping a Notebook"—left her bored and confused. Had she come across Didion's essay during the research process, she could have quickly rejected it and found another text—perhaps "On Keeping an Exercise Diary"—that might have been easier to read and more congruent with her interests.

During class discussions and while completing in-class assignments involving assigned reading, students experienced many problems with reading comprehension that made using information demanding. For the purposes of this discussion, the texts involved in these examples can be considered outside sources of information because the students were encouraged or, in some cases, required to incorporate assigned readings from their textbook into their essays.

Often the problem was a single word: Nadimah and Ronato, working as a pair, asked me to define "curricula;" elsewhere the class ran into the word "somatic" and "cliché." The word

"canvass" presented difficulties to Aral, Mariana, and Ignacio during a group work activity as they tried to make sense of a challenging paragraph by Edward Said, compounding other problems that will be explored later in the chapter. These classroom moments in which students struggled with outside sources illuminate the significance of reading comprehension in the research process. Students were trying to use outside sources, but their attempts were severely hampered by the difficulty of the vocabulary.

The solutions to these problems were crafted by instructors, improvised by students, or constructed jointly. Many of these solutions, like solutions to problems addressed later in the chapter, were used together.

Strategy: Acknowledging the Problem. Ms. Morgan, with Shway's help, offered a powerful and simple remedy—she acknowledged the problem. For example, while assisting groups of students in finding information for their presentations on Howard Gardner's *Five Minds for the Future*, she explained to the students that some texts are difficult—even too difficult—to use. She elaborated on this problem, describing its "Goldilocks" nature.

On the one hand, Ms. Morgan explained, students needed texts that were substantive, otherwise they would not have "enough" material with which to weave their compositions. In addition, they also needed an article that was from a peer-reviewed journal, since that was a requirement that Ms. Morgan herself had imposed in order to prepare students for assignments in future semesters in which professors would require students to use peer-reviewed material. This additional burden, in itself, was a solution, as Ms. Morgan was able to give students a preview of the difficulties that they would face in future courses, but she provided this preview in a supportive environment.

On the other hand, she went on to explain, if a text were too substantive—too long or too difficult—the students would not be able to comprehend it well enough to use it effectively. This important message came after Ms. Morgan conferred with Shway, who had found a magazine article that was relevant but very brief. She explained that he planned to look for an academic journal article in order to find a more substantive article:

> So, Shway found a really interesting magazine article. But it was really short. It was like a paragraph. So then he said, "You know, instead I'm going to look for an academic journal." So that might be helpful for your group, if you brought an academic journal. Okay? It would help you as a group meet that requirement. But then again, you might find one—this one is really long—so you might decide as a group, "You know what? This is too long and too difficult to read, so we want to use something else."

Strategy: Shuttling Technique. It is worth noting that the specific advice—if you find a source that is not substantial enough for your needs, try a different genre—came from Shway and was amplified by Ms. Morgan, a pattern of joint problem-solving observed throughout the study. This type of solution was powerful, since it originated with a student and therefore had a practical character that other students could readily perceive. In this case, Shway was among the most successful students in the course but he was not especially assertive, so by describing his solution to the class, Ms. Morgan was able to showcase a technique that otherwise probably would not have been shared.

The structure of the learning community played important roles in these strategies. Shway was looking for an article that he could actually use in his ESL presentation, so the readability and length of the article had real consequences. Also, because of the learning community, Shway, who was a somewhat reserved student, may have been more inclined to share his thoughts with Ms. Morgan because he was a part of a group in which interactions among students and instructors were extremely common. Finally, Shway was recognized by the other students as successful in ESL 300, so Ms. Morgan's endorsement of his evaluation strategy may have carried more weight with the students.

Strategy: Instructors Acknowledging Self-Limitations. Another strategy for dealing with the basic problem of comprehension was the instructors' acknowledgement that they, themselves, did not know the definition of some words. For example, when the class encountered the word "somatic" during a demonstration of specialized encyclopedias, as was mentioned earlier, both Ms. Shah and Ms. Morton simply stated that they didn't know this word. As usually happened in these cases, a few of the students quickly and without prompting looked up the word, using Google or electronic dictionaries. This kind of jointly constructed meaning was typical of the class. The fact that this happened in a learning community only added to the importance of their admission; it is one thing to admit to students a lack of knowledge, but to admit it to in the presence of another instructor demonstrates powerfully that acknowledging self-limitations is permissible.

Similarly, when instructors were not familiar with well-known figures or facts, they readily admitted this. For example, during a demonstration of a database in preparation for the students' group presentations on Howard Gardner, Ms. Morgan was evaluating aloud the usefulness of an article that mentioned Jean Piaget. She admitted to the class that, although she knew he was a famous figure, she did not know why, and she asked me if I knew. She listened carefully to my brief explanation, and then she modeled for the class aloud how my information helped her determine the usefulness of the article. While showing the students a specialized encyclopedia, she did the same thing when she came across the word "consonant," in which that word meant "consistent." It was this kind of ease with a lack of knowledge that created an atmosphere in which students could feel comfortable asking for basic definitions, such as when Ms. Morgan encouraged Don to find a more "substantial" article. Don asked her what "substantial" meant, and she replied, "Longer."

This last example illustrates three points. First, it shows that the relationship between basic comprehension and information literacy not only involved the documents that the students found, evaluated and used, but also it involved the support mechanisms themselves, such as the vocabulary involved in the advice of a librarian. Second, this example also highlights one of the advantages that the students had because of their status as relative newcomers to the English language: they were in the habit of not knowing the meaning of words, and they engaged constantly in the practice of asking for the meaning of words. Third, "substantial" is the kind of words that might, in this context, confuse all kinds of community college students, not only language minority students.

Strategy: Translations. Another way that students coped with reading challenging texts during the research process was to find translations. For example, when Marcos was reminded of Noam Chomsky during a discussion of Howard Gardner, he went online immediately and found

Spanish translations of some of his writings, as well as documents in English. When I stated that Chomsky's work was difficult to read, he responded, "Spanish is great for me because I can understand one hundred percent." Celia also used information in Spanish, including books, to do research for her essays on gender and identity. She was supported in her use of these books by Ms. Morgan, who used Spanish to help her at various points in the research process, including during the "using" phase when Celia had questions about creating citations.

Strategy: Re-Reading. Re-reading was an important strategy for using information in difficult text. This strategy was recognized and used by students with and without direct instruction from the instructors. The most impressive example was Jose's use of two sources in his essay on the Iraq War. He incorporated an interview of Condoleezza Rice and King's "Letter from Birmingham Jail". He made this connection between the two sources while re-reading King's "Letter" and while re-reading Edward Said's "Clashing Civilizations." Jose explained it this way:

> And she [Rice] started mentioning a lot of things that were accomplished in Iraq. And she mentioned about the catastrophe, all the horrible things that Saddam Hussein did to his people. And, later on [pointing to his essay] I linked a "Letter from Birmingham" quote where I make a comparison. Like, Condoleezza Rice said, "We freed these people from this tyrant." And then, Martin Luther King, Jr. wrote that there were a lot of Negroes that didn't, weren't even allowed to vote.
>
> So, we were in the same spot not too many years ago. We were doing the same kind of discrimination and tyrannies that Iraq was doing because he only let, I mean he didn't let people vote because he thought he was going to be kicked out. So, we were doing the same thing because if we were thinking that black people were going to vote they were afraid to lose their position. They knew the power they had.
>
> David: When did you make that connection?
>
> Jose: Reading "Letter from Birmingham" to find a quote. And I found a quote, and I remembered when Condoleezza says that we freed Iraq from a tyrant. We weren't too far from being tyrants when we were treating black people like that.
>
> David: Yesterday?
>
> Jose: The day before yesterday. I read "Clashing for Civilizations" and I was reading—I already have read the "Letter from Birmingham," but as I'm working on my essay, you know, I'm opening my mind more to more details so I found that.

So, by re-reading, or, to use his words, "by opening [his] mind more to more details," Jose was able to connect the disenfranchised and oppressed Iraqis in Hussein's Iraq as described by Condoleezza Rice and the disenfranchised and oppressed African-Americans in Wallace's Alabama as described by King.

Ms. Shah encouraged re-reading as a strategy for using difficult text. She often broke the class into groups and directed students to comb through assigned texts in ESL class to identify interesting quotations. She asked each group to write quotations—usually one or two—on a

poster and present their posters, explaining in their presentations why they choose those quotations. While each group presented its poster, the rest of students were encouraged to jot down any of the selected quotations that they found interesting for future use in their essays. On a number of occasions Ms. Shah stressed that this type of work was meant to aid the students in incorporating these texts into their upcoming essays.

Ms. Morgan also formed groups of students and asked them to re-read some of the texts that they had discovered during the research process in LIBR 10. For example, when students were preparing for their Howard Gardner presentations, they had to select one of their discovered texts, create a citation for it, and write a 3 to 4 sentence annotation summarizing it and explaining why it might be useful for their presentation. In the course of writing these annotations, the students did some very close re-reading of their texts.

Because the courses were linked as a learning community, the students could further practice re-reading texts that they had discovered during research. For example, in preparing for their presentations on Howard Gardner, the students re-read in Ms. Shah's class the documents that they had found with Ms. Morgan's assistance during LIBR10 class in order to decide what to say in their presentations. So the structure of the learning community allowed for re-reading.

Strategy: Learning Community Structure. The structure of the learning community also allowed librarians and instructor to see more clearly the difficulties involved in making connections between outside sources and the students' essays. Ms. Shah mentioned this advantage of learning communities to the students: "That's why teaching these courses as learning communities [is good]. Even though it's required in ESL 300 that you refer to some outside source, sometimes the librarians don't see…how. And sometimes as a composition teacher, I don't see the detail that you go through when you're researching. So it's nice for us to see that combination." Seeing that combination—making visible the invisible and complicated process of incorporating outside sources of information into essays—was an important strategy that the instructors crafted to overcome the difficulties that this process created for students.

With the benefit of this vision, Ms. Morgan, for example, was able to help Jose and the members of his group use a source of information for their Howard Gardner presentation. She allowed and even encouraged them to use a book review, something that she explained later in an interview she would not have done had she been assisting students at two institutions where she had worked in the past, Stanford and UC Santa Cruz. She realized that book reviews, which she usually encouraged other students not to use in similar kinds of assignments because of their brevity, were actually quite useful to the students in the learning community *because* they were brief. Their brevity tended to make them easier to digest. They also gave the students a quick understanding of how book reviewers from different disciplines viewed the work of Gardner, a concept which Ms. Morgan and Ms. Shah wanted the students to begin to appreciate:

> That's the kind of thing that if I were teaching at UCSC or Stanford, I would just say book reviews are out. But I've learned here. I've used books reviews. Because book reviews are, not just that they are kind of short and easy to use, so they are accessible for students using articles from a database the first time, but also actually because they are totally useful, because they are "this is what business people think about this book. This is what librarians think about this book. This is what art teachers think about this book."

> So it totally made me re-think the book review. Ordinarily I would be, like, "It doesn't qualify."

So, Ms. Morgan was able to view the needs of the students because the learning community structure made the students' task of incorporating outside sources clearer. Because she saw more clearly the students' struggles to find and use outside sources, she changed her mind about the appropriateness of a genre of information, thereby helping the students to cope with the difficulties of incorporating outside sources.

Problem: Lack of Background Knowledge. The second major problem that students faced when trying to incorporate outside sources of information was a lack of background knowledge that could help them understand the texts that they were trying to use. There were many examples of moments in which students' lack of key background knowledge *did not* substantially impede their understanding or success.

For example, Nadimah, as mentioned in an earlier chapter, incorporated a quotation about being a writer in her essay about herself as a writer but thought the author of the quotation, Isaac Bashevis Singer, was a singer, not a writer. Although her essay probably would have been stronger had she realized Singer was a writer, neither she nor her essay suffered a great deal for this lack of knowledge.

Another example in which a lack of knowledge did not have very much consequence: Nadimah knew that Da Vinci was an artist, but she thought that Da Vinci was blind and drew with his foot. Since this episode happened while Ms. Shah was leading a quick classroom discussion to build the students' understanding of Da Vinci for a worksheet full of grammar exercises that involved Da Vinci, this mistake—perhaps a confusion of Da Vinci with another figure—was inconsequential.

There were other cases, however, when a lack of background knowledge created a barrier to understanding. For example, Jose, Armelita and Mihret worked together to understand and summarize a book review of a book by Howard Gardner in which he highlight a number of creative individuals, including Martha Graham, Igor Stravinsky, and T.S. Eliot, but because the students had never heard of them, their summary was somewhat superficial.

Perhaps the most telling example in which missing background knowledge inhibited meaning making was one group's struggle to understand a passage in an essay by Edward Said that the students' were required to read. In this passage, Said critiqued Samuel Huntington's point of view, charging that Huntington's argument promoted two misrepresentations: 1) all Moslems as potential terrorists, and 2) all potential terrorists as Moslems. Countering these two misrepresentations were the two main points of Said's essay, and the students in the group— Aral, Ignacio, and Mariana—lacking key background knowledge, misunderstood them both.

In the process of developing his first point, Said quoted and interrogated Huntington:

> The world's billion or so Muslims are 'convinced of the superiority of their culture, and obsessed with the inferiority of their power.' Did he canvass 100 Indonesians, 200

Moroccans, 500 Egyptians and fifty Bosnians? Even if he did, what sort of sample is that?

Aral did not realize that Moroccans, Indonesians and Bosnians were predominantly Moslem, and so he was very confused about Said's first point. In fact, his response to this passage indicated that he had confused Said's two main points: "That's why Said brought the 100 Indonesians and 500 Egyptians. So these guys did something too, but they are not Moslems."

In building his second point, Said wrote: "But why not instead see parallels, admittedly less spectacular in their destructiveness, for Osama bin Laden and his followers in cults like the Branch Davidians or the disciples of the Rev. Jim Jones at Guyana or the Japanese Aum Shinrikyo?" Ignacio and his group mates had never heard of Branch Davidians, Jim Jones, or Aum Shinrikyo, and so they were unable to understand why Said rebuked Huntington for failing to acknowledge the religious diversity of terrorists. Indeed, the confusion was so intense that Ignacio, perplexed, asked me, "Is Huntington a terrorist?" Directed by Ms. Shah to identify the theme of the passage, Mariana offered, tentatively, "inferiority." When asked by me to elaborate, she said, "conflict for the *politicas*, or conflict for the cultures."

Before moving to the solutions that students and instructors constructed for this problem, it is important to state three important points about the problem: 1) The same facts and persons that were unfamiliar to these students are unknown to many community college students; this problem should not be viewed as one exclusive to language minority students. 2) Researchers at every stage in their career encounter terms, concepts, historical figures and topics new to them. This problem is not restricted to novice researchers. 3) The whole point of research is to come into contact with new information. The need for background knowledge in order to gain knowledge, although a real and important need, should not be exaggerated.

Nested Solutions: Small Group & Whole Class Discussions with Clues & Questions. The overall pedagogical strategy that both instructors deployed to build background knowledge was to nest solutions within solutions. For example, a structure that Ms. Shah frequently employed was small group discussions of parts of difficult texts. On one occasion, Ms. Shah broke the students into groups to discuss parts of Said's difficult essay. She then asked each group to report on its discussion. Nested within this structure, Ms. Shah provided a further solution by listening carefully to each group's report in order to detect misunderstandings. When she found important comprehension problems, she quickly diagnosed possible causes of the problem. If the problem appeared to be due to a lack of background knowledge or lack of engagement of background knowledge that the students' possessed, she offered yet another solution by providing clues and posing questions in order to draw out of the students related knowledge with which they could build.

This is how she handled what appeared to be widespread misunderstanding of a basic attribute of Said's essay—the fact that Said was disagreeing with Huntington's argument. After the first group reported on Said's essay without mentioning this fact, Ms. Shah tried to steer the class toward an understanding that Said and Huntington's views were in conflict. However, when Celia reported her group's summary of the second paragraph of Said's essay, Celia still seemed to be over-emphasizing Huntington's East vs. West categorization and missing the crucial point—that Said was critiquing Huntington's argument.

Celia: ...and, especially, two civilizations, Islam and the

Mihret: [whispering to Celia] West

Celia: West, Western culture.

Ms. Shah: And, and that again is with the idea that that is what Huntington proposed: that there's two civilizations.

Celia: Yes.

Ms. Shah: Okay. So, keep that idea in mind, when you're talking about this. And remember what Said is saying. As opposed to what Huntington said that there are two ways of looking at the world. Okay.

Ms. Shah quickly sensed that students were not seeing the fact that Said was critiquing Huntington. In a moment, we will discuss the students' misconceived notion that Said and Huntington's views were in harmony, but for now it is sufficient to state that this misconception was at least partially due to the fact that the students had not noted Huntington's article's publication date, 1993. Neither of the first two student groups mentioned that Huntington's article had been written near the beginning of Post-Cold War era, even though Said had emphasized this fact in the first and second sentences. Ms. Shah sensed that the class needed to build their background knowledge of the Cold War—or refresh this knowledge—in order to understand Said's point that Huntington's crude categorization of civilizations into East vs. West held appeal for some post-Cold War thinkers searching for easy answers. She started by testing the water:

Ms. Shah: And if you go back to the first paragraph, before 1989. You all remember what happened in 1989?

[silence]

Ms. Shah: A big event? That was kind of the end of something. An end of the way we look at the world.

Aral: 1999?

Ms. Shah: 1989. [19]

Shway: Here?

Ms. Shah: Celebrated all over the world.

Jose: 19 what?

---

[19] This transcription is slightly edited and condensed.

Ms. Shah: 1989. Something happened in 1989 which was considered a very positive event.

Aral: United Nations? No.

Jose: Was it the first war in Iraq?

Ms. Shah: This was a really good thing.

Jose: 1989.

Soon after this, the students realized with more hints that Ms. Shah was referring to the fall of the Berlin Wall, but they still needed to be guided to the significance of this event before they could connect it to Said's essay.

Ms. Shah: Okay, yes. So, the breaking of the Berlin Wall in Germany. Why was that considered a positive -- what was that representative of?

Aral: Peace!

Ms. Shah: Peace. Why?

Male voice: Freedom.

Jose: Unity.

Ms. Shah: Why? Why unity? Why freedom? Why peace?

Aral: Because that wall was separating two sides of Germany.

At this point the solution became even more jointly constructed, as more students participated in an increasingly energized classroom discussion. With more assistance in the form of questions, some of the students remembered the two sides of the conflict: capitalism and communism. Ms. Shah elaborated on this jointly established recollection.

Ms. Shah: So, before 1989 the world seemed to be divided into: either you're communist or capitalist. And, if you were from the capitalist group, the communist group was terrible, and I'm sure it was the same the other way 'round. So it was easy for people to understand the world. One way to understand the world is saying, "I'm like this, and you're like that." Okay? So, "You're different."

Martina: Like white or black.

Ms. Shah: Yes, sometimes it can be race, sometimes it can be language. But, in, after 1989, the wall broke. Now, it's difficult to understand the world.

The nested solutions described above were in response to the students' need to build and engage background knowledge in order to understand difficult text. This lack of understanding impeded the students' ability to use such text. For example, Jose's tenuous understanding of Said's essay,

due, in part, to his lack of awareness of the relationship between Huntington's argument and the political climate of the early post-Cold War era, was a significant obstacle in an early draft his essay about the Iraq War.

Problem: Sources Embedded in Sources. Related to this problem was an equally powerful problem that Jose and other students faced in trying to making sense of challenging text—outside sources embedded within outside sources. As noted earlier, a major problem that the students faced when trying to understand Said's essay was that they did not realized that Said disagreed with Huntington, and that Said quoted Huntington in order to argue with him.

Throughout the semester, students sometimes had difficulty distinguishing between the point of view of an author and the contrasting point of view of someone whom the author quoted. This problem made it difficult for students to use information in their essays. Let us examine this problem by describing five examples, beginning with Jose's difficulties in interpreting Said's essay. Due to the intricacies of these examples, the solutions to each problem will be discussed immediately after each example.

In an early draft of his essay on the Iraq War, Jose quoted the bolded text of this passage from Said's essay:

> Because the article was intended to supply Americans with an original thesis about "a new phase" in world politics after the end of the Cold War, Huntington's terms of argument seemed compellingly large, bold, even visionary. **"It is my hypothesis," he wrote,**
>
> **that … the great divisions among humankind and the dominating source of conflict will be cultural.** Nation-states will remain the most powerful actors in world affairs, but the principal conflicts of global politics will occur between nations and groups of different civilizations….

What at first appeared to be a straight-forward question of how to handle the awkwardness of "he wrote" when quoting Said's essay, turned into a significant breakthrough in Jose's understanding. After re-reading the passage together, Jose said, "I don't know if he said 'It is my hypothesis'—like, *he's* saying that, or is this is the name of the, uh, author." Jose realized, with assistance, that "he wrote" meant "Huntington wrote." Jose came to this realization by closely examining the wording and formatting of Said's article. When his attention was drawn to the quotations marks of around the first four words, the phrase "he wrote," and the indentation of rest of the quotation, Jose understood that Said was quoting Huntington. This understanding, in addition to my explanation of Said's and Huntington's contrasting points of view, led to Jose's realization that Said disagreed with Huntington. Later in the session, Jose said:

> Well, I didn't realize until you told me that he [Said] was disagreeing with him [Huntington]. I thought he agreed with him. But when you told me he disagreed with him, I agree at the same time that he disagrees because it makes sense that we cannot just generalize.

Strategy: Guided Re-Reading. Although Jose's realization happened during a one-on-one session tutorial/interview session in my office, it is important to repeat that other members of the class

had trouble seeing that Said was quoting Huntington in order to critique his stance, and they made this same crucial breakthrough in understanding with the help of Ms. Shah. For example, Mariana struggled with this passage from Said's essay during the same small group work described above, involving Aral and Ignacio. She experienced difficulty with the bolded text especially:

> Even *The Economist,* in its issue of September 22-28, 2001, couldn't resist reading for the vast generalization, praising Huntington extravagantly for his "cruel and swepping, but nonetheless acute" observations about Islam. "Today," the journal says, **Huntington writes that "the world's billion or so Muslims are 'convinced of the superiority of their culture, and obsessed with the inferiority of their power**.'

> Dave: Who is saying that, Said or Huntington?

> Mariana: Oh [small laugh] [scanning the passage for a long moment and thinking]

> Dave: Let's see. Is it in quotations? Let me see [motioning for her to bring the book closer].

> Mariana: Sai--Huntington, Huntington.

> Dave: [reading] "Huntington write--." Yeah. Does Said agree or disagree?

> Mariana: [long pause, while Mariana re-reads passage.] Oh, good question, [long pause] he's agreeing[20], maybe?

> Dave: *Dis*agree.

> Mariana: Disagree. Okay. Said is disagree--, disagree? ... with Huntington.

> Dave: Yes.

> Mariana: Okay. [She makes a notation in her book near the quotation]

Like Jose, Mariana's difficulty involved complicated punctuation and formatting devices to indicate quoted text. In both cases, the students had to interpret not only straight-forward quotation marks, but more sophisticated markings. Also like Jose, Mariana's solution was to seek assistance. With the help of talk—guiding questions and clarification—both students were able to achieve at least a basic understanding that Said was disagreeing with Huntington. Soon after the example with Mariana, Ms. Shah had the student groups begin to report interpretations of their sections of Said's essay. As described above, Ms. Shah soon realized that, despite her efforts, the class appeared to be missing the fact that Said opposed Huntington. More evidence of this misunderstanding was found later in Rigoberto's notes, in which he wrote down and annotated one of Said's quotations of Huntington but seemed unaware that Huntington, not Said, was the author. After establishing background knowledge about the Cold War, Ms. Shah began to address this misunderstanding head on.

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[20] I mistakenly thought Mariana had said "disagree," but she actually said, "He's agreeing" or "is agreeing."]

First, Ms. Shah explicitly stated Huntingdon's argument and asked the students how Said responded:

> Ms. Shah: And so what does Huntington say in 1993? He says, "I know another way to understand the world. We are different civilizations. We are not Communists and Capitalists anymore. We're the Western civilization and the Moslem," but he also includes the Confucius societies in there as well. So, it's the West and the East, and how we look at the world in a very different way. Okay. And what does Said say to this division? Does he agree that it's so easy?
>
> Shway: No
>
> Ms. Shah: He says it's difficult. He says, "You can't say just because, go ahead Celia"
>
> Celia: is...there are complete [unclear] to explain one because you need enough economich [unclear]
>
> Ms. Shah: uh-huh.
>
> Celia: about each one civilization. But, or for you, you formulate one idea, correct idea. [pause] I don't know.

Sensing Celia's embarrassment at her inability to articulate her idea, Ms. Shah chose to re-direct the discussion by explaining Said's argument by engaging the students in an impromptu, rapid fire activity:

> Ms. Shah: So, it's much more complicated. So, for example, [holding up hand], if I said, 'I'm a Moslem.' How many in this class are Moslem?" [No one responds.[21]] So, I am by myself. So that is easy to separate myself, and for you to separate me. I am a woman. How many in this class are women? [Many hands are raised.]
>
> Aral: Javier, come on. [Laughter]
>
> Ms. Shah: I'm from Pakistan. How many from this class are from Pakistan?
>
> [No one responds.]
>
> Ms. Shah: I'm from Asia.
>
> [A number of students raise their hand.]
>
> Aral: Oooo!

Aral's humor can be understood as part of the solution. Partly because of his comments, the class became more and more engaged.

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[21] Moslem students were absent that day. This transcription is slightly edited.

Ms. Shah: Okay, a bit more power. Okay? So, it's not--sorry about that. [General laughter] It's not power. That's the wrong word.

Aral: You get more power, come on!

Shway: It's powerful!

Ms. Shah: Yeah, it *is* powerful. I speak English. How many people speak English?

Aral: Ooooo!

Ms. Shah: You all speak English.

Aral: Come on, you all!

Ms. Shah: I speak Urdu. How many speak Urdu?

Aral: I understand Urdu, just a little.

Ms. Shah: Okay, good. How many people know somebody from Pakistan?

[A number of students raise their hand.]

Ms. Shah: [Laughing] Apart from me. So notice it's not that ea-- it's easy if you just put yourself in a category and separate yourself, but once you start looking for other ways to connect. I like reading. [Raising hand] How many of you like reading? I like using computers. I like Facebook.

Aral: Oh, yeah, baby! [General laughter]

Ms. Shah: So there you go. So, this is what Said is saying. He's saying, "It's easy when you say, 'Oh, there's one group, and there's another.'" But then you start seeing there are so many other things that connect that it becomes more complicated. And so let's move on to the third paragraph.

Ms. Shah and the students created together an understanding of the conflict between Said and the quotations of Huntington which Said embedded in his essay, drawing on aspects of their own identities that could, if interpreted superficially, point to easy categorizations, but that, on deeper reflection, indicated complexity.

Another, somewhat different, example in which a student did not see conflict between two points of view involved Rigoberto and his faulty understanding of King's "Letter from Birmingham Jail." In this case, the conflict that presented difficulties for Rigoberto was not located in an embedded quotation, as was the case of Said's quotations of Huntington that caused problems for Jose, Mariana, and other students. Although King did quote the "Statement by Alabama Clergymen" to which his letter was responding, it was not these quotes that Rigoberto was trying to use in his essay, but rather the original "Statement" itself, which Ms. Shah had posted on the class website for the students to read if they were interested. Rigoberto had jotted down in his

notes a sentence from the "Statement" and, as Ms. Morgan had taught, the URL of the document's webpage:

> We reconize [sic] the natural impatience of people who feel that their hopes are slow in being realized but we are conviced [sic] that those demostrations [sic] are unwise and untimely"

> http//www.stanford.edu/group/Kind/frequentdocs/clerg.htm [sic]

> The State [sic] of Martin Luther King Jr.

When asked how he felt about this quote, Rigoberto's reply indicated that his understanding of the first part of the quotation up to the word "but" was strong:

> I like it. I like it a lot. And this, like, a hope that they are waiting for. And it speak about that -- yes, we are patient, but this is taking longer and longer every time. So, thinking, because that happens with illegal people, also. We're, [pause] I mean, not onl-- not me, but some other people are waiting for a reform, immigration reform. …. And even the students, all the students that are waiting for, in, about the Dream Act and it is the same happen.

Rigoberto's reply shows that he didn't understand the importance of the conjunction "but" and the second half of the sentence. When asked if he felt that King agreed or disagreed with the "Statement" Rigoberto answered that King agreed with it. Encouraged to look up the words "unwise" and "untimely", Rigoberto used Google Translate and retrieved "*imprudente*" and "*inoportuno*". Based on these words, Rigoberto saw, after a long pause to consider, that the authors of the "Statement" thought the demonstrations were a bad idea. More discussion revealed that Rigoberto appeared to be confused about the word "demonstration":

> He [Obama] promised the people to vote for him, and he's gonna legalize all the illegal people. So, he gives promise, but that's like, it says here "those demonstrations are unwise and untimely." I mean, he promised—he tells something, and the people's waiting. But then his demonstration are not clear or right what he's saying before.

This encounter ended soon after, with Rigoberto apparently aware that he needed to reconsider whether and how he would use the quote in his essay. He gained this awareness by guided re-reading. An excerpt from the final draft of Rigoberto's essay and a corresponding citation read thusly:

> I keep hoping the immigration reform that president Obama promised be come true. "We recognize the natural impatience of the people who feel that their hopes are slow in being realized, but we are convinced that those demonstrations are unwise and untimely"

> We had heard this for long time while the country keep taking the illegal people taxes and fines for their cars that the police consign.

> My life had chance in a good way since I become legal in this country and my goal is help people to became legal, the only way I think could happen while we are waiting for

> Obama promises is work with organizations that help people like me when I was illegal and also motivate this people to go the school to learn English for be prepared to have a good communication with the police and at the moment they become legal.
>
> C.C.J. Car Perter, D.D., LL.D., Bishop of Alabama. 12/19/2000
> <http://www.stanford.edu/group/King/frequentdocs/clergy.pdf>

One could be tempted to despair, arguing that Rigoberto understood the quote without a great deal of precision and, even with one-on-one coaching, ended up using it with an equal lack of accuracy. Adding to the bibliographic woe, he provided a flawed and incomplete citation for the quote, and he did not include an in-text citation, important and seemingly straightforward components of the "use" phase of information.

However, what if we looked at the positive aspects of Rigoberto's use of the quote? What if we framed his understanding of the quote and his use of it not as imprecise but as emergent? After all, for Rigoberto, the quotation seemed to urge an end to the wait for justice. Understood in this way, Rigoberto's use of the quote tied his call for speedy immigration reform to King's call for speedy civil rights reform, even if that call came through the Bishop of Alabama's words. In addition, the hyperlink that Rigoberto provided worked perfectly well for connecting the reader to the quoted information source. Indeed, connections, imperfect though they have might been, abounded in Rigoberto's use of the quotation: A student well-acquainted with the injustices of post-9/11 California was able to gain practice in marshaling words from Jim Crow Alabama, thereby linking his readers to his story, his identity, the current political scene and the larger historical context.

The last example in which students were confused by quotations embedded in an information source involved Armelita's confusion regarding Stephen Jay Gould's essay "Women's Brains." In this essay, Gould quoted three 19th century scientists who declared women to be intellectually inferior to men based on their measurements of women's brains. Gould quoted them in order to critique "'scientific' claims for the constitutional inferiority of certain groups" (p. 190). However, Armelita did not understand Gould's purpose in quoting them. Asked during a focal group discussion whether Gould agreed or disagreed with these three scientists, Armelita offered this reply:

Armelita:	I think he uses the quote -- there are three people. And most of them agreed to womans are less intelligent. So I think he is kind of going for that.
Dave:	Stephen Jay Gould is going for that.
Armelita:	Yeah!
Dave:	Because those three people
Armelita:	Uh-huh.
Dave:	are all saying that.

Armelita: Yeah. I don't know, if he uses maybe another example, but *three*? Another example that kind of like *against* to that, it would be equal.

Armelita's mistake was similar to Rigoberto's confusion concerning King and the Alabama Clergymen, and Jose's, Mariana's, and other students' misinterpretation of Said and Huntington—they all mistook conflict for unity; they all overlooked the fact that the central point of the texts they were attempting to use was that they were written by authors opposing other authors.

In her essay on gender, Armelita's paraphrased Gould:

In the essay called "Woman's Brains", by Stephen Jay Gould. He wrote about how scientists determined men and women intelligence. He mentioned a famous craniometrist named Paul Broca's. Broca had shown a data that proved his theories that men have high mental capacity than woman. Also Tiedemann and Gustave Le Bon agreed with Broca's data on how he measured the size and the weight between the men and women. Frankly, men have larger and heavier brain then women. His theory was men are smarter than woman. **Boys and girls may born differently by size, weight, hormone, or identity but family are the one who can treat their children as the same when it come to getting an education and taking responsibilities.**[22]

Although Armelita misunderstood Gould's relationship to the 19th century scientists he described, this misunderstanding did not deal a fatal blow to her essay because she used Broca's position as a contrast to her own. However, it is likely that had she understood that Gould was disagreeing with the scientists whom he quoted her essay would have benefitted.

Strategy: Emphasizing Disagreement. Along with guided re-reading, another semester-long solution to this problem was Ms. Shah's and Ms. Morgan's emphasis on the role of disagreement in academic discourse. For example, Ms. Shah's very first point when introducing Said's article was to draw out from the students its similarity to King's "Letter from Birmingham Jail." What they had in common, she established through questioning and explicit instruction, was that both King and Said were responding to other authors. Ms. Morgan also highlighted disciplinal differences when discussing research strategies. For example, when she introduced the students to specialized encyclopedia, she emphasized the fact that definitions of "gender" would differ depending on whether the author was a sociologist, a historian, or a psychologist.

Conclusion. Students faced a number of problems when trying to use information. First, they had difficulty understanding these texts. When faced with new vocabulary, new facts or new personalities, the students and their instructors coped in a number of classic ways: re-reading, translating, looking up information, and asking for help. The students and instructors also faced the problem, acknowledging in a straight-forward way when they lacked knowledge or did not understand texts. Finally, both instructors were masterful at a kind of shuttling technique of instruction—using the workshop periods of class time to circulate, converse with students about their problems and solutions, and then amplify these students' experiences by sharing them with the rest of the class. This shuttling technique was, in part, enabled by the learning community

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[22] Armelita used bolded text for the last sentence because it was the thesis statement of her essay, a practice which Ms. Shah encouraged.

structure, which created a supportive atmosphere in which communication among all of the participants happened easily and frequently.

Second, they lacked key background knowledge to make sense of the information. Whether trying to use information about Martha Graham, Jim Jones, or the Berlin Wall, it was difficult for students to incorporate text into their projects when they lacked essential background knowledge necessary to make sense of it. Exploiting the affordances of the learning community structure, the instructors frequently asked students to work in groups to discuss parts of texts, report their analysis to the class, and offer solutions when problems became apparent. Drawing out of the students and sharing the knowledge that the students *did* possess, the instructors improvised ways—usually based on classroom discussions—to build key concepts with the students' assistance.

Third, students did not recognize that authors often quoted other authors in order to disagree with them. This was perhaps the most interesting and useful finding from this chapter. College students have a tendency to perceive research as the search for a kind of uncontested truth—an approach to research that amounts to tracking down truth as if it were elusive prey found on a page of a book or website (Luke & Kapitske, 1999). Understanding that authors frequently disagree, that ideas—even ones that seem quite established—are subject to constant revision, and that conflict is at the heart of knowledge generation: these are new concepts to many college students as they begin to do research. They are also concepts that are very difficult to explain. Why?

A couple of possible answers surface: so much energy in schools and colleges is expended simply grasping new concepts. It's tiring enough to learn new ideas, but to see ideas in competition with other ideas is exhausting, all the more so, perhaps, if that competition is unfolding in a second language. Also, finding outside sources of information is, in itself, a huge job. Then the students must, they are taught, evaluate these sources and determine if they are credible; again, this is a formidable task by itself. Finally, reading these texts, as has been seen, can be daunting, and the texts' many challenges often present themselves simultaneously.

Mariana, Aral, and Ignacio, for example, dealt with Said's advanced vocabulary words, such as "canvass", their own missing background knowledge, such as the fact that Moroccans are Moslems, and the fact that Said was quoting Huntington in order to disagree with him. To be sure, finding, evaluating and using information are components of research that overlap one another constantly in the research process; nonetheless, by the time the students have found information that they deem to be useful and credible, they often have little time or energy left to make sense of it and then to incorporate that hard-won sense into their essays.

Yet, the students in this study managed to perform these demanding tasks throughout the semester. They engaged their own knowledge, the knowledge of their classmates, and the knowledge of their instructors to use the information that they found; they employed their exquisite sense of when to fish or cut bait when confronted with information sources that were either going to help them get their essays written or waste their time; and, they drew on their resilience to access meaning in difficult text and put it to use. Linking their personal histories to broader, historical themes, the students fashioned remarkable connections that led precisely where research is supposed to lead—toward new ideas. For example, one day in class near the

end of the semester, Aral read King's famous sentence, "Injustice anywhere is a threat to justice everywhere." He immediately thought of the persecution of his fellow Baha'i Iranians. He later incorporated King's words into his essay:

> Had Cyrus the Great been alive today Persian people would have freedom of religion and would be judged based on their status and abilities rather than their religious views. Iranians who did not follow in the footsteps of the Islamic practices, like myself, would be allowed college admittance and be given the right to expend their education for a better tomorrow. That not being the case though creates hardships and injustice for those that want to excel in life but refuse to submit to a belief that isn't theirs. "Injustice anywhere is a treat to justice anywhere" (King 1). You cannot have justice in one location while lacking it in another. If one area isn't just then that spoils the rest, or gives it a concrete pathway to destroy it in a near future.

Another impressive connection, this one from the beginning of the semester, came from Rigoberto. He wanted to use an excerpt from a speech by Martin Luther King that he had discovered by searching in Student Resource Center database. He hoped to incorporate it into his second essay, in which he reflected on his development as a writer. He explained what he had found and how he planned to use it:

> That was a citation about Martin Luther King, where he's talking about the freedom and the rights, about, they're talking about Black people and Latin people also. I want to link something I speak about in my first essay: that we have rights to go to school. And it include to have a better education and it include better education to know more, learn to use everything to write and make our ideas and our essays successful…. I'm going to try to connect everything because I like the part of one of the speeches that he gave us, so I'm going to do everything to connect. He used a phrase and I'm going to try to put that phrase.

Rigoberto was ultimately unable to realize this plan. Although he included the citation for King's speech at the end of his essay, he was not able to incorporate the words or ideas into his essay. Rigoberto's inability to incorporate the ideas of King's speech into his essay about his current educational struggles indicates the importance of instructing students in the use of outside sources of information as they learn "to connect everything" in the process of becoming researchers. Without such instruction, as Rigoberto eloquently stated to me, the education equity of ESL students is at risk. The fact that he was unable to marshal King's words in support of his argument on paper proves his point. In the next chapter, we turn to students' experiences with what can be thought of as the second part of using information, documentation.

Using Information: Documentation of Outside Sources **7**

Using outside sources of information involved more than incorporating ideas, although, as was seen in Chapter 6, incorporating ideas presented plenty of challenges. When students incorporated these sources, they also needed to document them according to the system of style rules set by the Modern Language Association (MLA). Documenting sources is a part of the fifth and final standard for information literacy, as described by the ACRL (2000).

Ms. Morgan's feelings about teaching documentation had evolved over time. Originally, she found it boring and relatively unimportant compared to the other standards of information literacy. Over time, she came to see it differently. She realized that students and some professors (although not Ms. Shah) placed a great deal of emphasis on mastering it. Some students expressed anxiety about documentation.

She saw that the way ESL students presented—that is, their first impression and the way they appeared to observers—seemed to impact the degree to which they were taken seriously. In other words, the documentation of essays was, in a sense, equivalent to pronunciation and grammar when speaking—a few small errors could cause the reader or listener to fall quickly into deficit-oriented thinking across categories. A missing comma and a few capitalization errors could have an inordinate impact on the instructor's reaction to the ideas expressed in the essay.

Ms. Morgan also felt that part of information literacy is the ability to communicate in your field's discipline. Teaching the students how to communicate in MLA was a first step for this. Finally, she felt that supporting the students briefly on the trivial issues associated with documentation freed the class to focus on more substantial concepts, such as avoiding plagiarism. For all of these reasons, this chapter will analyze the range of documentation issues from minor to significant.

It was a new concept for almost all of the students, presented an additional set of difficulties for the students.

A dramatic example from the beginning of the semester was the problem that Jose had with a fundamental concept of documenting—he thought that an entire source, and not only a quotation from it, that he had found for his second essay should go on a separate page, after the conclusion of his essay as a kind of appendix, rather than in the body of the essay. When coached to incorporate a quotation from the source into the essay itself, he then thought that the complete citation should accompany the quotation into the body of his work.

If Jose's experience illustrates the trouble that students' experienced understanding documentation from a *writer's* point of view, then Aral's words are equally powerful in describing the problems associated with documentation from the perspective of a *reader*. When asked what he learned in the LIBR 10, Aral named his increased understanding of documentation before mentioning almost anything else LIBR 10:

> I learned a lot about portfolio and citations. It helped me a lot. 'Cause before I had a
> problem with that: "What is that for?" It's just some signs and then some words together,

but they don't make sense at all. I've been just wondering about that. But since she told us about that this is about that…It helped me a lot.

Other students highlighted the importance of learning MLA documentation style, such as Armelita, who, when asked to describe LIBR 10 responded, "Learning the citation and research." Writing about her experience of LIBR 10, Valentina not only mentioned citing sources first, but she also described other aspects of the course in terms of documentation:

> I took this class with a little reluctance and only because I had to take to earn my credits for the ESL 300 and to obtain my AS. To be honest I thought it would be a little bored but to my surprise it wasn't. I learn how to correctly site my sources so it would make easy to the reader find out if the article I wrote was of its interest. Before I took this class I would bullet all my sources mixing books with web pages saying all was part of the bibliography, with about taking in consideration that the world advance so much in technology that I must had to clarify where I took that information, so others can search for it too. By the end of this semester I think I'm capable to not only organize my sources but also to make a good research of them and look for the sources others cite on their work.

Before delving into the students' problems and successes with documentation, it is crucial to underscore that many of the issues discussed in this chapter were not, by themselves, significant. For example, a single capitalization mistake in a citation is inconsequential for students, instructors, and researchers. However, the collective effect of these minute mistakes was often substantial, especially in combined with other errors in the essays. For example, in Nadimah's fourth essay, which described her experiences as a Palestinian in the Intifada, Nadimah's in-text citation and the full citation at the end of the essay were only slightly flawed:

> "…the Palestinian don't able to work or movement between cities and villages of their country without permission from the Israeli state add to discrimination on the wages and high taxation which is hard for Palestinian to pay. As Luther King mentioned when he said" Oppressed people cannot remain oppressed forever" (230-231). This conditions have affected every human being, whether positively or negatively,any way these conditions have affected me in a positive way, for example, I live in difficult…

> Martin Luther King, "Letter From Birmingham Jail." 50 Essays a Portable Anthology. Ed. Samuel Cohen. Boston/ St, Martin's, 2007.131-38. print.

Nadimah made several minor in-text documentation mistakes, such as referencing "Luther King" instead of "King" or "Martin Luther King." Nadimah made numerous minor (or, in some cases, extremely minor) documentation mistakes in her list of works cited, such as beginning with author's first name, Martin, instead of last name, King and leaving out the colon between "50 Essays" and "A Portable Anthology."

None of these mistakes alone is very distracting for the reader, and none of them block the main functions of documentation: none of these errors prevents the reader from understanding the basic bibliographic information of the source, and none of them thwarts a reader's attempt to locate the source. However, one usually unspoken function of documentation is to display

power—to demonstrate to readers the researcher's authority by employing the conventions of the discipline. Taken together, these tiny documentation errors somewhat diminish Nadimah's authority as a novice writer and researcher.

Because much of this chapter is devoted to these types of micro-issues, it is important to state at the outset that neither instructor placed undue emphasis on documentation. In terms of documentation, Ms. Shah was much less interested in this class of errors and much more focused on helping the students to achieve the general appearance of an MLA-formatted essay, emphasizing more obvious issues such as double-spacing, centering the title, and avoiding fancy fonts. Likewise, Ms. Morgan was less invested in helping the students master the intricacies of MLA than she was in cultivating the students' respect for documentation's ability to connect readers and writers across time and space. Ms. Morgan presented documentation as a tool for integrating outside voices with the students' voices.

Analyzing the documentation in the excerpt from Nadimah's fourth essay, neither instructor would dwell on its shortcomings. Instead, they would celebrate such items as Nadimah's correct parenthetical citation and the fact that the bibliographic elements of citation were in the correct order. Setting aside the whole issue of documentation, they would rejoice that Nadimah made King's cry for justice in the Deep South of the 1960s reverberate in the West Bank of today. Within this context, let us turn to the problems that students faced when documenting outside sources of information.

This chapter will describe problems that students faced while documenting sources and the solutions that they and their instructors created to overcome these problems: Sometimes students did not incorporate, or did not incorporate completely, information that they found; student experienced difficulties with in-text citations, including parenthetical citations and "signal phrases"—that is, phrases that signal the introduction of outside sources, such as "according to Frederick Douglass"; and, student encountered problems with the list of works cited as a whole or flaws in the citations themselves (Table 7.1).

Table 7.1

Using Information, Documentation: Problems and Strategies

Problems	Strategies	Student, Instructor, Joint Strategies
Lack of Incorporation	**Coordinated Instruction**	I
	Non-Traditional Assessment	I
Difficulties with In-text Citations	Direct Instruction	I
	Reviewing	I
	Student Questions	S
	Cross-Over Teaching	I
	Assertiveness and Tolerance	J
Difficulties with Works Cited List	Direct Instruction	I
	Style Guides	I
	Embedded and Shared Technological Instruction	J
	Citation Generator	I
	Dovetailing Assignments	I

Table 7.2 describes some of the most significant strategies that were engaged to address these problems.

Table 7.2

Using Information, Documentation: Most Significant Strategies

Instructor Strategy	Description
Coordinated Instruction	Coordinated instruction afforded by learning community structure, including time, rapport, and detailed knowledge of students and assignments, provided students with support as they learned to document sources.
Cross-Over Teaching	Librarian and ESL instructor supported students by occasionally teaching beyond their area of disciplinal expertise
Joint Strategy	**Description**
Assertiveness and Tolerance	Outgoing students' comments and questions informed entire class and modeled assertive behavior for all students; instructors tolerated excessively assertive behavior

Problem: A Lack of Incorporation. In some cases, students found outside sources of information, planned to use them, but then did not use them. For example, Marcos found an excellent source of information about the assassination of Archbishop Oscar Romero, someone whom he and I had discussed on a number of occasions. When he found it during class one day, while Ms. Shah was leading a discussion on a different topic, he excitedly motioned for me to come over to his computer to see it, saying, "Is the real version what happened; who killed him." Upon investigation, the article from a news source called "El Faro," did seem to merit excitement, especially since Marcos was in the process of writing about the Civil War in El Salvador. However, Marcos never documented this source in his essay, although he did use some of the basic facts in the article, such as the date and place of the assassination:

> In addition some of the most notable people who defended human rights that I remembered were Archbishop Oscar Arnulfo Romero . He got a shoot in his chest while he was giving mass in a church in on 24 March 1980. He was a good person who believed in freedom, democracy, and who fought for the Salvadoran people's human rights.

It is not certain that these facts came from this article. They would have been found in many accounts of the assassination. In any case, why did Marcos not document the information? Marcos faced three inter-related problems. First, he was very short on time, as has been described in Chapter 4, with his full time job and his new baby daughter, who was born

prematurely. Second, he was demoralized by the low grades he was receiving on assignments. He worked very hard and felt his hard work deserved higher grades. Third, he did not experience very much success during class. He often whispered to Ronato and Jaime and did not participate in classroom discussions very much. When he did participate in class, his comments and questions were sometimes completely off the topic being discussed. He frequently changed the subject while getting help from the instructor, interrupting the instructor when she was attempting to help him. All of these factors probably played a role in keeping Marcos from using the article that had caused him such satisfaction when he found it.

Another example of a student finding potentially useful information but then not incorporating it comes from Lucia. While writing and doing research for her third essay, Lucia received a great deal of help from Ms. Morgan during workshop periods of class and from me during tutorial/interview sessions. She was writing an autobiographical essay about her growth as a girl in a family with a domineering and physically abusive father and seven brothers who had what she called "traditional" ideas of the family.

Lucia asked for and received help in finding sources about the role of women in traditional families. She showed interest in an article from the *Encyclopedia Latina* describing the family. In the article the role of *machismo* in Latino culture piqued Lucia's interest. In addition, she seems interested in the discussion of *marianismo*, the role that veneration of the Virgin Mary played in Latino society's emphasis on women's purity and obedience. However, she did not include any of these sources in her essay.

Why did these students not use the information that they had worked so hard to find? And why did they experience so much trouble with the citations that they did provide? One possible answer is that both Lucia and Melvin seemed overwhelmed by the many tasks required to write the essay. For example, Lucia's keyboarding skills were not strong, as mentioned in Chapter 4. It took her quite a long time to type even a short document. Neither student had very strong writing skills in English. Both were hesitant to participate in class discussions, and both frequently appeared not to be paying attention to the instructor. In addition, both were somewhat difficult to understand when they spoke English to Ms. Shah or Ms. Morgan, so it is possible that when they sought help there were communication gaps. Both were extremely busy with work and family commitments.

In some cases, students did not incorporate material in the body of their essays but they did include citations in their bibliographies. For example, in Martina's second essay, a reflection on herself as a writer and on her first essay, Martina included a citation for an encyclopedia article on writing that she had found in a database but that she did not quote, summarize or paraphrase:

> Anderman, Eric and Anderman, Lynley (2009). Learning and Teaching Writing. *Psychology of Classroom Learning: An Encyclopedia* .ed.vol.2. Detroit: Macmillam Reference USA,p.564-568, from Ladera College Library databases.

This article was challenging to read. Although there were bits and pieces of it that were relatively straightforward, as this excerpt from the article's opening lines illustrates, it is possible that Martina did not incorporate it because the task was too daunting:

Writing is a very demanding and complex task. Even a seemingly simple text, such as *Cat in the Hat*, can require considerable effort and expertise. It took Dr. Seuss well over a year to write the book, and he noted that "every word is a struggle—every sentence like a pang of birth."

Writing is a goal directed and self-sustained activity requiring the skillful management of the writing environment; the constraints imposed by the writing topic; the intentions of the writer(s), and the processes, knowledge, and skills involved in composing (Zimmerman & Reisemberg, 1997). It entails much more than this, however, as writing is a social activity involving either an implicit or explicit dialogue between writer(s) and reader(s).

Although Martina did not quote this encyclopedia article, she did include a quotation, as well as a citation, from an essay by Joan Didion that the students had read and discussed:

Moreover, reading the essay "Keeping a Notebook" helped me to have a background about writing, and I felt identify with Johan Didion   when she say "we are all on our own when it comes to keeping those lines open to our selves: your notebook will never help me, nor mine you (Didion 85)."

This passage likes me a lot because I feel it is truth. Whenever we write something; it will be always there for ourselves, and it can be analyzed again and again, and that piece of write always will have something to change.

Didion, Johan. "On keeping a Notebook*" 50 essays a portable anthology.Ed.* Cohen, Samuel. New York: Bedford/ St Martin's press 2004 .

Martina's quotation and citation were not perfect. There were minor issues, such as spelling and capitalization. Nonetheless, the Didion quotation and citation show that she had a strong, basic understanding of how to incorporate an outside source. In light of her generally skillful handling of the documentation of the Didion quotation, the inclusion of the Anderman citation without any incorporation of Anderman's article in the body of the essay is difficult to explain. It is very possible that, since this essay was written in class, Martina simply ran out of time and forgot to remove a citation that she had intended to use.

Strategy: Coordinated Instruction. The learning community structure allowed for coordinated instruction. Linking the classes so that the instructors could coordinate their instruction was a powerful way to support students as they grappled with the difficulties of incorporating outside sources. In the absence of a learning community, the community college librarian typically assists students with the research process during one hour long orientations, in which there is usually a great deal of information that the librarian is trying to teach. Librarians also help students at the reference desk, where they often must deal with all kinds of limitations: their limited knowledge of the student's strengths, of the assignment, of the instructor's style, goals, requirements, or of the potential outside sources that might be incorporated. Without a learning community, the hour of orientation and the typical ten to fifteen minute reference desk encounter do not allow much time at all for the librarian to build a rapport with the student. Although there

are exceptions, usually the librarian does not even know the name of the students with whom she is working.

By contrast, the learning community allowed Ms. Morgan, Ms. Shah and the students to get to know each another, to build trust, and to have time to address the sometimes complicated questions of incorporating outside sources. Unlike the reference desk, the structure did not require a student to visit the library outside of class time, and it did not necessitate a student asking a stranger for help. It allowed time for students, librarian, and instructor to talk about the various intertwined difficulties of using outside sources, especially documentation.

Non-Traditional Assessment. The second solution to the problem of students not incorporating sources that they had found was Ms. Morgan's growing belief, expressed several times over the course of the semester, that there was a great deal of learning that was not visible in the work of the students. It was not a surprise to Ms. Morgan to learn that students had discovered resources that were not incorporated into their essays. This information, which she learned informally from me, bolstered her belief that traditional ways of assessing the students' growth, such as looking at their finished products, minimized the enormous strides the students were making in becoming novice researchers. She felt strongly that if one looked only at the students' essays and other projects, then one gained an incomplete understanding of the many practices and concepts that the students had learned.

Problem: In-text Citations. The second problem that students experiences when documenting outside sources involved in-text citations. For the purposes of this study, Diana Hacker's terminology, definitions and examples of "in-text citations" and "signal phrases" are useful because Ms. Shah and Ms. Morgan referred to Hacker's MLA guides—both online and in print—constantly:

> MLA recommends in-text citations that refer readers to a list of works cited. An in-text citation names the author of the source, often in a signal phrase, and gives a page number in parentheses. At the end of the paper, a list of works cited provides publication information about the source….

> **IN-TEXT CITATION**

> Jay Kesan notes that even though many companies now routinely monitor employees through electronic means, "there may exist less intrusive safeguards for employers" (293).

> **ENTRY IN THE LIST OF WORKS CITED**

> Kesan, Jay P. "Cyber-Working or Cyber-Shirking? A First Principles Examination of Electronic Privacy in the Workplace." *Florida Law Review* 54.2 (2002): 289-332. Print.

Ms. Shah and Ms. Morgan used this example and Hacker's many other examples throughout the semester to explain some of the most common documentation challenges that students were

likely to encounter. Hacker elaborates and offers an example of the most common in-text citation variation, which, again, both instructors used to teach MLA style documentation:

> If a signal phrase does not name the author, put the author's last name in parentheses along with the page number. Use no punctuation between the name and the page number.
>
> > Companies can monitor employees' every keystroke without legal penalty, but they may have to combat low morale as a result (Lane 129).

Students experienced difficulties with the in-text citation in two broad categories: problems associated with the parenthetical citation after the close of the quote, which will be discussed first, and challenges related to the signal phrase, which will be discussed later.

Parenthetical Citation. The parenthetical citation containing a page number, when appropriate, was problematic for many students.[23] For example, Marcos provided the following parenthetical citation in his essay about gender:

> According to Dave Barry "In defense of men, let me say this women don't make it easy to learn."(pag.82)

Instead of simply writing (82), Marcos added "pag.", even though both Ms. Shah and Ms. Morgan taught the students a number of times to supply the page number only. In addition, both instructors taught the students to put a space between the closing quotation mark and the opening parenthesis, and to place the period after the closing parenthesis. This was a minor but very common type of error among all kinds of students, both those who were relatively successful in the course and those who struggled. These problems were seen early in the semester and also near the end of the term. For example, Susanna, one of the less successful students, wrote this in her second essay:

> Joan Didion, on her quote were she says, "I imagine, In other words, that the notebook is about other people. But of course is not."(p.134) She reflects what I also think…

Like Marcos, Susanna's in text citation was flawed. Her third essay was, in a sense, even more flawed, because when she quoted Dave Barry, she did not include a page number at all:

> "Men are still basically scum when it comes to helping out in the kitchen" by Dave Barry. Men and women should divide the house duties, in order to learn because in case of an emergency they both can help.

Worse still, when Lucia quoted Topinard, one of the French 19th century scientists discussed by Stephen Jay Gould, she omitted the quotation marks. Here is what Lucia found in Gould's essay:

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[23] One possible cause of the problem with parenthetical citations was that the students were taught, following MLA rules, to include the page number in parentheses only when a page number existed. If a source did not have a page number, such as in the case of a website, they could not, of course, provide it. All of the following examples came from the students' textbook, which was paginated.

"…the sedentary woman, lacking any interior occupations, whose role is to raise children, love, and be passive" (p. 186), and here is what Lucia wrote:

> In women's Brains, Topinard says, The sedentary woman lacking any interior occupations, whose role is to raise children love, and be passive.This is the patter of my dad got from my grandpa like much more in my town. Some men had held he control of the woman putting limits to her development. When i got married for a moment thought that my husband was like my brothers an dad, but by fortune he was completely different. He gave me the respect that all women are worthy

Lucia's incorporation of the quotation was also missing a page number. On a preparatory assignment, she had received extensive and detailed one-on-one coaching on how to use quotation marks, how to make an in-text parenthetical citation, and how to create a complete citation for this specific quote. Because of this coaching, Lucia was able to use quotation marks, a parenthetical citation, and a full citation for her works cited list correctly in the preparatory assignment. Perhaps the most obvious flaw in her attempt to document the quotation was that she provided the wrong citation at the end of the essay, citing another essay from the textbook instead of Gould's.

Valentina, who had more experience than Susanna and more education than Lucia, made similar errors early in the semester on her first essay, in which she quoted Richard Rodriguez in her discussion of the importance of knowing about the law:

> As Rodriguez said: "One can become a public person while still remaining a private person. At the very same time one can be both" If we get familiar with the law we could made our voice heard and not be hide inside a shell.

Valentina not only omitted the page number, she also neglected to include a period. In her third essay, written late in the semester, Valentina quoted Dave Barry in the middle of her account of her own family's attitudes about gender and cooking. In this case, her in-text citation was completely missing. In addition she did not acknowledge Barry or include the page number of the quotation. She also neglected to use a period at the end of the quotation:

> Thank God my grand mother didn't think that way when raising my dad and her brothers, "most males rarely prepare food for others, and when they do, they have their one specialty dish...that they prepare maybe twice a year in a very elaborate production" but my dad and uncles, they all know how to cook and be in charge of a house and because of that thinking my dad also didn't think it was fair that just only I was a girl I need to be an slave in the kitchen.

Valentina *did*, however, provide a full citation on her list of works cited , although it was flawed:

> Dave Barry. "Lost Writing a Notebook". <u>50 Essays: A Portable Anthology.</u> Samule Cohen. Second Edition. New York. Bedford/St. Martin's. November 6, 2006. 528

The most significant problem in Valentina's documentation is that this citation and two other full citations on her list of works cited lacked corresponding in-text citations. This seems to point to Valentina's emerging appreciation of documentation. In other words, Valentina understood the

importance of citing her sources on the Works cited page. However, she did not have a similar appreciation of the need to link her quotations to these citations through in-text citations.

This emerging understanding, which many students developed over the course of the semester,[24] sometimes manifested itself in a close variation on Valentina's approach: students would sometimes omit an in-text citation, but they would provide the page number of the quotation on the Works cited page as part of the complete citation, instead of supplying the beginning and ending page number of the essay. For example, Mihret quoted Didion, omitted a parenthetical page number after the quotation, but provided the page number of the quotation, page 137, in the full citation on her list of works cited:

> Didion, Joan. "On keeping a Notebook." 50 Essays: A portable Anthology. Ed. Samuel Cohen, New York. Bedford/ St. Martin's 2007. 137. print.

Strategy: Direct Instruction, Reviewing & Student Questions. What were some of the strategies for dealing with these problems associated with in-text citations? Both instructors provided direct instruction on in-text citations. Ms. Morgan's instruction over the course of the semester was capped by an MLA quiz during the penultimate session of the semester, the only quiz that she gave in the course. Right before the quiz she gave a review of all of the concepts that the students had learned about MLA, including in-text citations.

The students' mental focus during that review session, no doubt due to the fact that they were about to take a quiz, was extraordinary. Preparing the students for the quiz, Ms. Morgan reviewed a sample MLA formatted paper with the students. During this preparation, Aral was particularly vocal. He asked a number of clarifying questions and, along with a number of students, shouted out answers to Ms. Morgan's questions. This strategy of providing direct instruction, and of reviewing concepts directly before quizzing the students, was initiated by Ms. Morgan, but it was significantly furthered by Aral's involvement. Aral's strategy of asking many questions not only served him well, it supported *all* of the students' learning.

Difficulties Associated with Signal Phrases. The second problem that students experienced with in-text citation was associated with what Hacker calls "signal phrases." As seen in Valentina's use of a quotation from an essay by Dave Barry, which she inserted without any sort of introductory phrase to prepare the reader, students' problems with signal phrases could wreak havoc with their ability to convey meaning to their readers:

> Thank God my grand mother didn't think that way when raising my dad and her brothers, "most males rarely prepare food for others, and when they do, they have their one specialty dish...that they prepare maybe twice a year in a very elaborate production"

Other problems were less serious than Valentina's, such as Jose's signal phrase for a quotation from an essay by Helen Keller, in which he wrote "Helen's point of view." Although the reader might expect to see "Keller's point of view" or "Helen Keller's point of view," this problem was relatively insignificant. The significance of other problems with signal phrases lay between these two poles. For example, Mihret's signal phrase for introducing a quotation from Didion's "On Keeping a Notebook" was awkward but serviceable:

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[24] In Chapter 8, the students' emerging understanding of citation will be quantified in depth.

According to Didion on keeping a notebook she said that, "It is good idea, then, to keep in touch, and I suppose that keeping in touch is what notebooks are all about." This quote is much related with what I'm trying to describe in my essay because when I am in touch with my notes it's good.

Strategy: Cross-Over Teaching. Because the courses were linked, the students were able to request assistance from both instructors, sometimes on topics outside of their disciplines. For example, during a workshop segment of a LIBR 10 class session, Gisem asked Ms. Morgan for help using a quotation that she had found. Explaining the steps she had already taken, it was clear that she already had a strong grasp of how to incorporate it into her essay, but she appeared to seek confirmation from Ms. Morgan, especially about the signal phrase:

Gisem: …Now I have to write it down my idea or my opinion about this book?

Melissa: Yes. So, the signal phrase is something like, um. [reading from Gisem's computer screen] This is by Jacqueline Scott, Claire Lynette, so you could say their name or you could say the title of the book, so you could say, "According to the book *Gender and --*" or "According to Jacqueline Scott, Rosemary Crompton, and Claire Lynette," and then start the quote. And then afterwards you want to say what you think about that, what your ideas are about that, and how it connects to your essay.

During this same encounter, Ms. Morgan also confirmed Gisem's belief that it was permissible to quote part of a sentence. The entire encounter was illustrative of an important function of the learning community: the ability for cross-over teaching, with Ms. Morgan acting sometimes as a second English instructor and Ms. Shah as a second librarian. This function was useful at every stage in the research process, but it was particularly effective during the "using" phase.

During this phase, students needed a great deal of support with what I term the "No Man's Land" of the writing/research process—that pedagogical territory between what the English instructor teaches, such as thesis statement and organization, and what the librarian teaches, such as finding, evaluating and using information. The "No Man's Land" was where conceptual learning in these two courses ended and application began, where the students had to take the concepts learned in ESL 300 and LIBR 10 and apply them to their essays and presentations. It was during the application of these concepts that the curriculum of ESL 300 and LIBR 10 actually met. It was where the students wrote their essays or prepared their presentations, often feeling alone, and where they had to perform seemingly miraculous transformations, turning the water of sources into the wine of quotations, paraphrasing, and summaries for the consumption of the reader.

Not only a lonely place, this was a treacherous place in the writing/research process, where the abundance of powerful ideas in the sources that students had uncovered could overflow, flooding the novice researcher's often fragile distillation operation. In such an environment, having a librarian handy who was willing to double as a temporary English tutor was useful. It was also very helpful that Ms. Shah held office hours before class in the library near the reference desk, where Ms. Morgan was frequently visible and available before class on Thursdays and at other times. This physical set up enabled students to receive all kinds of support, including cross-over help, for their treks across "No Man's Land."

Strategy: Assertiveness & Tolerance. Another solution for problems associated with signal phrases was the class's most assertive student: Aral. As has been illustrated throughout this study, Aral was an extraordinarily outgoing student—intelligent, charismatic, funny, sometimes obnoxious and occasionally disrespectful—who was, to use Ms. Morgan's phrase, "totally fearless about asking questions and serious about his work even though he was such a goofball." When Aral did not understand something or when he wanted confirmation of a concept, he was relentless in seeking clarification. Because his questions were usually incisive, this strategy served the other students, who usually benefitted from hearing the instructors' responses. This was the case when Ms. Shah was instructing the students informally one day as they embarked on an assignment to prepare them to incorporate quotations into their fourth essay:

> Ms. Shah: Choose one quote from each essay you have read. It could be one that you have already have chosen. You don't have to choose a brand new quote. Write the quote on the paper in MLA format. You have 3 quotes and they have to be MLA format.
>
> Aral: Okay, how can we find if it's in MLA?
>
> Ms. Shah: MLA format [unclear] either quotation marks -- According to Said and then tell us what he said -- or paraphrase it, so that you created this quote which you can then incorporate into your essay. Okay? So, either you paraphrase the quote or you use the direct quote.
>
> Ignacio: And you can quote from---
>
> Ms. Shah: Any of the three essays, or the ones that you have already been talking about.

Aral's question helped his classmates in three ways. First, it required Ms. Shah to elaborate on her instructions, quickly reviewing with the entire class the basics of MLA documentation style. Second, it modeled for less assertive students, such as Ignacio, question asking behavior. Third, it tested the waters, offering less outgoing students a sense of the kind of response a student could expect to receive.

Ms. Morgan pointed out other aspects of Aral's behavior that strengthened learning for all of the students:

> …[H]e was a role model for asking questions, and being obnoxious, and demanding clarification. I loved having him in the class. And I feel he helped the students. Disrespectful sometimes, he was also really there to help people and felt like part of the—like a peer—that we are sort of in this together. But I guess he asked good questions and he wasn't afraid to ask for clarification or stick up for himself or say, "Why are we doing this?" And I think that is really useful. And so kind of the stereotype of the ESL student is that they are really polite and thanking you for doing your job. So he was not like that, so that was helpful.

Problem: Works Cited List. Other problems that students experienced in documentation involved creating the works cited list, or bibliography, and the citations on them. Students had difficulty understanding that the works cited list was an integral part of the essay yet was a separate page. Students frequently either omitted the works cited list from their essays or included the citations

directly below the end of their essays. This second problem was not a serious one, and, indeed, it was the correct way for students to display their citations when posting their essays online. The first problem was more significant. In addition, as has already been shown, the citations that students created were frequently flawed. This list of works cited from Marcos' third essay (Figure 7.3) illustrates many of the most typical types of errors made by many students:

Table 7.3

Works Cited List of Marcos' 3rd Essay

Works cited

  Bailyn, (2006). *Breaking the mold: Redesigning work for productive and satisfying lives*. Ithaca, NY: Cornell. (web)

Barry Dave." Lost In The Kitchen." 50 Essays: A Portable Anthology. Ed. Samuel Cohen. New York: Bedford/St Martin's, 2007. 82-84. Print.

 Zajda Freeman, Joseph and Kassie. *Ethnicity and Gender in Education.* Australia: Springer Science + Business Media B.V., 2009. *Google*. Web. 28 Apr. 2011.

50 Essays: A Portable Anthology. Ed. Samuel Cohen. New York: Bedford/St Martin's, 2007. 144-50. Print.

Marcos' works cited list contains relatively unimportant flaws, such as capitalization errors, especially in the first citation. The first citation also lacks the author's first name. Since the citation appears to be originally formatted according to APA style, it is possible that Marcos found the citation elsewhere, copied and pasted it into his Works cited list, and perhaps removed the author's first and middle initials that APA style uses. Following the formatting of the bibliographic information found elsewhere was a common mistake among the students. In making this mistake, they followed the formatting of the bibliographic information found in original source, a database, or a catalog. When Ms. Morgan or Ms. Shah would point out to students that their citations did not conform to MLA guidelines, students would explain that they were following the formatting that they had discovered. Students were encouraged by Ms. Shah and Ms. Morton to set aside the formatting of bibliographic information found elsewhere, and to use MLA formatting, but this remained a stubborn, albeit relatively unimportant, issue throughout the semester.

There were three more important mistakes in Marcos' works cited list that exemplify the kinds of mistakes that were seen throughout the semester by many students. First, he appears to have believed that he needed to cite *50 Essays: A Portable Anthology* as a whole, in addition to Barry's essay which was contained in it. He had made a similar error on his second essay list of works cited, citing both an essay by Frederick Douglass and *50 Essays*, which contained it. Second, the information about the authors for *Ethnicity and Gender in Education* -- Zajda Freeman, Joseph and Kassie—is flawed. Marcos listed the two authors' last names and then listed their first names. Third, he did not get the title correct. The book, edited by Joseph Zajda

and Kassie Freeman, is *Race, Ethnicity and Gender in Education: Cross-Cultural Understandings.*

Finally, perhaps the most interesting question from a student involving the list of works cited came from Lucia, who cited the very essay that contained her list of works cited as if it were a source:

> Hernandez, Lucia. Just for Birth Woman.
>
> Essay ESL 300
>
> May 5 2011.

Pointing to this citation, Lucia asked: "About the works cited: is that right? I don't know, because it is my own history, my own ideas. I have to put all or no? Is that right?" Lucia had painstakingly cited the very essay that she was writing, formatting it with a hanging indentation and other conventions of documentation, just like the citation above it for an essay from the textbook that she was citing. Although this was the only occurrence of this question during the study, other students occasionally have asked this same question in the past, including students enrolled in previous cohorts of this learning community and other students seeking assistance at the reference desk.

One way to interpret Lucia's citation of her "own history" is to see it as a sign that she was unclear about a main function of the list of works cited, which is to connect the reader with outside sources that were referenced in the essay. Another interpretation, however, is to note that the documentation conventions of academic writing privilege recorded information. This is, of course, completely understandable, given the record-centric orientation of academic communication. Had Lucia been referring to a record, for example a manuscript of her life— even an unpublished manuscript—she would have found MLA rules to guide her. Because Lucia was using her own, previously unrecorded, memories and ideas as a source, she cited the only record available—her unfinished essay.

Lucia's citation, although easy to regard as a simple mistake, and a rare type of mistake at that, reveals a disjuncture between, on the one hand, the world of academic writing, which is essentially a network of documented experience, and, on the other hand, the world of novice researchers, whose memories are frequently unrecorded and whose experience is sometimes, in every sense of the word, undocumented.

At the risk of turning Lucia's citation into an exoticized artifact, I assert that Lucia's citation heralds the arrival of a newcomer to the academic world, a new writer, and a new source of information. Furthermore, it highlights the power differential between community college students and the academic world that they are trying to access.

Strategy: Direct Instruction & Style Guides. To tackle the problems associated with lists of works cited, direct instruction was the most prevalent solution. Ms. Morgan taught a basic citation pattern—that parts of works, such as chapters, articles, and webpages usually were enclosed in quotations marks, while whole works, such as books, journals and websites, were usually italicized. In addition, she explained that no one—not even librarians or seasoned

researchers—had all of the MLA rules memorized. She taught the students that no one expected the students to know all of the intricacies of MLA style, but that they needed to know how to find the answers to specific documentation questions. Then she showed them Diana Hacker's website, which, she emphasized, they could consult throughout their college careers. Both instructors returned to Hacker's website throughout the semester, and Ms. Shah also had the students repeatedly use Hacker's handbook, which was a required text.

Strategy: Embedded & Shared Technological Instruction. As was true with many items in teaching information literacy, keyboard skills were taught in the process of creating lists of works cited. For example, when Ms. Shah saw that Armelita was not going to place her works cited list on a separate page, she taught Armelita how to insert a page break. Another example: Ms. Morgan taught the class as a whole how to create hanging indentations for their citations. Throughout the course, students were shown how to italicize font, double space, and perform similar keyboarding tasks as the need arose.

Students learned or reviewed many of these skills from their classmates. Students also taught Ms. Shah and Ms. Morgan technological techniques. In many cases, pairs or trios of students plus an instructor would collaborate during workshop portions of classes to answer word processing questions, searching the interface of Microsoft Word or Google Websites together to find the correct menu for a given operation. Occasionally library staff passing by would be enlisted to answer technological questions. The learning community's structure, which enabled easy interactions among the participants, and the fact that the class met in the library where staff were available both enabled this kind of technological collaboration.

Strategy: Citation Generator. Another solution was to introduce the students to a citation generator. A website called Citation Builder, a particularly well designed citation generating tool from North Carolina State University Libraries, was introduced to the student by Ms. Morgan near the end of the semester, after she had introduced them to the basics of citations. She demonstrated how to use it, calling on Don to share information about an online book that he had found using Google Books. After painstakingly typing into this citation generator Don's book's bibliographic information, Citation Builder created a properly formatted citation.

When the students saw how well the tool worked, Aral asked, with typical boldness, "Why didn't you tell us earlier?" Ms. Morgan smiled sympathetically and said that Citation Builder had recently been redesigned and worked better. In the past, she explained, the citations that it generated would frequently have small flaws and students would end up having to consult Diana Hacker's website to correct the problems.

Strategy: Shuttling Technique of Instruction. Another solution, mentioned earlier, came from a student by way of Ms. Morgan, who had a habit of sharing student-crafted solutions with the entire class. During a workshop period of a class session devoted to exploring Google Books, she witnessed Jose's technique of copying and pasting URLs from Google Books that he might use into one Google Document. Later, when he had more time, she explained to the class, he could go back to this list, click on the URLs, re-read the books more carefully, gathering the bibliographic information of the books that seemed the most useful. She pointed out Jose's technique to the class to assist them in coping with the drudgery of documentation. Jose's technique was a very simple strategy for staying organized in the chaos of the research process,

which, Ms. Morgan told the students, was an important habit to develop. Ms. Morgan amplified the power of Jose's strategy by sharing it with the entire class. This amplification was possible because of the learning community's structure, which allowed participants to become acquainted with one another and which encouraged cooperation among all participants.

Strategy: Dovetailing Assignments. Finally, Ms. Morgan structured her assignments so that they dovetailed with Ms. Shah's assignments. Students were typically required by Ms. Morgan to turn in citations for two pieces of information that they might use in whatever essays they were preparing for Ms. Shah. Ms. Morgan's hope was that her assignments would support the students in their preparation for turning in essays to Ms. Shah. Although Ms. Morgan's hope was not always realized, often the students did end up using the information that they gathered for Ms. Morgan's assignments in their essays for Ms. Shah. When that occurred, they were well-positioned to create their list of works cited by copying the citations they had already made for Ms. Morgan's assignments and pasting them into their essays for Ms. Shah.

One problem with this solution was that the students did not always understand it. For example, late in the semester, 2 or 3 weeks before the semester's last day, Armelita realized that the homework that Ms. Morgan was assigning—to find a quotation in one of the sources for which she had just created a citation—could be used in her essay for Ms. Shah's class. Armelita sought clarification of Ms. Morgan's homework assignment as she handed in her in-class assignment on her way out of class:

> Armelita: And, so, bring a quote from --
>
> Ms. Morgan: From one of these books [pointing to Armelita's citations], bring in one quote.
>
> Armelita: Okay.
>
> Ms. Morgan: Okay?
>
> Armelita: Oh, maybe I can use that quote for my essay, too!
>
> Ms. Morgan: Yes.
>
> Armelita: [laughter]
>
> Ms. Morgan: Exactly. Yes! [Addressing the whole class] Everything should be—I would hope that everything that I make you do in this class will help you with your essay for ESL 300. So pick a quote that you wanna use in your essay, and bring that in. Okay?

Ms. Morgan's strategy to assist students with their list of works cited was also hampered by flawed synchronization between her assignments and those of ESL 300. For example, although Ms. Morgan was able to give Aral written feedback to correct capitalization mistakes on one of his citations, he received this feedback a week after turning in this flawed citation as part of his essay's list of works cited. Ms. Morgan and Ms. Shah worked hard to coordinate the timing of assignments, but in some cases, such as this, improving the sequencing of their assignments

would have helped students more effectively. Sequencing of due dates might have been improved had the instructors been given release time to collaborate.

What do these findings associated with documentation indicate? Before addressing this question, it is essential again to put the problems that students experienced with documentation in proper perspective. Incorrectly inserting "pag." in front of a page number is a truly insignificant problem. And readers who encounter the word "Helen" when they expect "Keller" or "Helen Keller" will be only slightly distracted. Ms. Shah approached the teaching of documentation with this perspective. She consistently taught students how to document their sources according to MLA style guidelines, but in terms of using sources, she was rightly much more interested in their incorporation of ideas than in their manipulation of documentation. When they strayed from MLA styling, she gently encouraged students to review specific rules, but, as in all her teaching, she did not dwell on inconsequential issues.

During an interview Ms. Shah shared her belief that what was important for the students to learn about MLA style was "the general appearance" of the paper:

> It's the borders, double space, that kind of stuff. Don't put a quotation mark around your title, and…don't use fancy fonts, and stuff like that. So, the first appearance of your essay when you give it to someone, to someone in another—you know, they'll say, "Oh, it's MLA formatted."

She explained that "the first quick and easy step" for students was to get their essays "*looking* as MLA-formatted as possible." Describing the reasoning behind her approach, she continued:

> And that goes with that whole idea of the reality of what will happen in other classes as it happens here, in contrast to when you get to graduate level work, when you might have a professor who really will look at the commas and the dates and check your references. The reality is there are very few professors who probably even *know* the exact rules for MLA formatting.

Empathizing with her students, who were sometimes frustrated with the minutia of documentation, Ms. Shah focused instead on the overall appearance of the essays in order "to put them at ease." She made a distinction between the general look of the essay and what she described as the "depth" of documentation style:

> Whether they've actually formatted the in-text citations or the works cited section at the end correctly following all the guidelines, that's the depth.

The "depth" that she spoke of was what gave the students so much trouble in the course. Although they also experience problems with the basics of MLA style, most of the problems were with the details of MLA, of which she said,

> I know there are these intricacies which can confuse the heck out of you, and you think, "Why a period there or a comma there" and those kind of things.

More interested in addressing MLA basics, she laughingly stated, "Now the *depth* of it is something I leave to you and Melissa." Melissa Morgan's attitude toward documentation was somewhat different, but, like Ms. Shah, Ms. Morgan's emphasis was on significant concepts.

Ms. Morgan referred to the details of MLA, what Ms. Shah called the "depth", as "the logistical, hands on, nitty-gritty stuff." But unlike Ms. Shah, she did not contrast this with the general appearance of the essay, but rather with what she termed the "conceptual":

> And the conceptual is: when you do research you are in conversation in a field or discipline, and you are looking at things. And so you are looking at other people working on that topic, and you're citing them, you are giving them credit. You're giving them credit in your works cited list and showing the sources that you consulted when you were thinking about this topic. And you're integrating those experts and perspectives into your own analysis, so you're figuring out how you have your own voice and analysis and clearly show where you're bringing in these other expertise.

Ms. Morgan contrasted these "conceptual" points to the "nitty-gritty", which, she noted, like Ms. Shah, tended to confuse students:

> And then there's the nitty-gritty stuff that we always think of as, "Oh, this is so boring." But then it's reinforced over and over again how important it is for students, for faculty, how confusing it is. So, just that: learning what is citing a source, what is research, and then, within that there is MLA, there's APA, there's different norms in different disciplines, and we are teaching you this one.

She then connected the "conceptual" and the "nitty-gritty", emphasizing the difficulties of the "nitty-gritty", and explaining ways in which the students' understanding of the "conceptual" facilitated the "nitty-gritty":

> But…it's *hard.* And I think if you don't—I think that conceptual part is really important to anchor it. Because I feel like they get that. When we get into the whole idea of what is research and why it's important to cite sources and that is what will both help them understand what citation is, documentation, and what will get them through the drudgery of documentation.

Finally, Ms. Morgan mentioned the importance of providing the students with documentation guides and citation generators that the students could use throughout their college careers while carrying out the specifics of documentation: "And then the tools of Diana Hacker, or EasyBib or Citation Machine or whatever it is that we are trying to connect them to so they can learn how to use it and use it for other courses."

Both instructors' attitudes were ideal for introducing students to documentation. Empathizing with the students, focusing on the basics of MLA, and stressing the concepts undergirding documentation, the instructors provided the students with support without over-emphasizing the mechanics of documentation. Within this context, let us draw conclusions about the problem that students faced in learning how to document their sources and the solutions that were crafted in response to these problems.

Conclusion. The first problem was that key information was not incorporated fully or even partially in the students' work. The students came close to including powerful information but missed. They made important discoveries, but they did not quite close the deals.

In a sense, they "met" people, but that was where the relationship ended. Marcos found Oscar Romero's assassins but was unable to indict them. Lucia glimpsed the Virgin Mary briefly but could not invoke her aid in her essay when confronting her abusive father. Martina encountered Dr. Seuss but did not ally herself with him as a writer.

These were missed opportunities, but the instructors sought to minimize their negative impact in two ways. The first solution was the structure of the learning community itself, which allowed the librarian to see researchers as writers and the English instructor to see writers as researchers. The second solution was Ms. Morgan's growing realization that not all learning was showing up in the essays. She rightly believed that the students were learning a great deal about documentation; and, although she was curious about the fact that this learning was not always evident in the students' work, she did not equate that lack of evidence with a lack of learning.

The second set of problems—those involving in-text citations—occurred at the points of contact between the students' voices and those of other writers. These problems were poorly constructed parenthetical citations and awkward or missing signal phrases that diminished the impact of otherwise powerful sources. Dave Barry was witlessly plunked into the midst of Valentina's family; Monsieur Topinard would have declared his graceless treatment in Lucia's essay as proof that women were inferior to men in their ability to document. Joan Didion made an appearance in Mihret's essay, but she entered slouching.

The solutions? First, the librarian was willing to aid students as they transformed the water of sources into the wine of quotations by transforming herself into a temporary English instructor.

Second, the structure of the learning community lessened the negative impact of the no man's land between the instructor and the librarian. In this dreaded territory between the English instructors' support of students with the difficulties of writing and the librarian's support with the frustrations of researching, students often feel alone yet overwhelmed by the very forces that they were hoping to marshal. But because of the learning community structure, Ms. Morton and Ms. Shah were able to accompany the students into this wilderness, clarifying, guiding and encouraging.

Third, Aral asked questions, cracked jokes, made comments, and asked the instructors to justify their assignments constantly. In doing so, he sometimes irritated the instructors and students. However, he performed these crucial functions for other students who were not as outgoing. Were it not for his presence, many students in the class would have misunderstood much more than they did. Ms. Shah's and Ms. Morgan's ability to tolerate his problematic behavior was a key ingredient of this solution.

The third set of documentation problems involved the list of works cited. These lists were full of mistakes, both small and large—everything from a citation beginning "Dave Barry" instead of "Barry, Dave" to the omission of the entire list of works cited. For these many problems, there were many solutions: the use of Diana Hacker's guides; keyboarding tips shared on the fly by

instructors and students; Citation Builder; and, Ms. Morgan's highly effective habit of observing a student's promising research practice and immediately describing it to the class. Finally, the instructors' dovetailing of their assignments was a potent solution. Both instructors agreed that fine tuning the timing of the assignments to maximize their potency was an ongoing goal. They also agreed that they needed to improve communicating to the students that the LIBR 10 assignments were meant to support the students in completely ESL 300 assignments.

Finally, Ms. Shah described an encounter with former students from earlier cohorts of the learning community that offered some evidence that the introduction to documentation that students in the study received prepared them for college-level coursework:

> Well, I met three students this morning, and they were all thanking us for the MLA….And she's saying, "Oh, and I keep remembering everything you told us." And she didn't talk specifically about MLA formatting, but the other two went on and on about how being in English 110, the teacher is telling them about MLA formatting and we are so glad that we already know it.… I get it directly from the horse's mouth that they are applying it. And I'm assuming that they are applying it appropriately, but that's just an assumption.

In the next chapter, we will examine these same issues involved in using information—how students incorporated and documented information from outside sources—from a more holistic perspective, analyzing the students' work over the entire semester qualitatively.

Portfolios, Incorporating Sources, and Determination   **8**

Having examined the ways in which students used information in terms of incorporating ideas from outside sources in Chapter 6 and in terms of documenting those incorporated ideas in Chapter 7, let us now consider the ways in which students used information from a different perspective. In this chapter, we will analyze the students' portfolios, the online record of their work, employing a more quantitative approach.

Each student created an online portfolio and presented this portfolio to the class on the last day of the course, May 17, verbally summarizing its contents. The portfolios consisted of the students' four major essays, group presentations on Howard Gardner's *Five Minds for the Future,* minor assignments related to these major assignments, and students' reflections on the assignments and on their experience in the course.[25] Of special significance for this study, the portfolios also included the major LIBR 10 assignments --three annotated bibliographies that the students created in conjunction with three major assignments in ESL 400.

Annotated Bibliographies. Ms. Morgan's major assignments for LIBR 10 were three annotated bibliographies, each related to a major assignment in ESL 400. For each of these three annotated bibliographies, the students needed to create citations in MLA format for their sources and a three to five sentence annotation describing the source and its relationship to their assignment for ESL 400. For the first annotated bibliography, Ms. Morgan encouraged students to find a website related to the students' essays on education. For example, Martina, who wrote an essay in ESL 400 about inequities in the education system of Colombia, her home country, created the following citation and annotation for a report that she found with Ms. Morgan's assistance:

> Holmes, Jennifer S., Sheila Amin Gutiérrez de Piñeres and Kevin M. Curtin. "Drugs, Violence, and Development in Colombia: A Department-Level Analysis." *Department of Geography and Geoinformation Science*. George Mason University. N.d. Web. 10 Feb. 2011.

> This document is very rich in statisticts and different sources about what are the causes that produce the increase in violence and in drugs traffic in colombia, so it is very helpful for essay because I want to establish the connection between education, violence, poverty and drugs traffic in my country.

For the second bibliography, which was related to the students' group presentations on a chapter from Gardner's *Five Minds for the Future,* each group was required to work together to find and annotate two articles from Gale Student Resource Center (GSRC), an easy-to-use database containing periodical articles and reference texts on all subjects. For example, in conjunction with their group presentation on "The Creating Mind", a chapter from Gardner's book, Armelita, Jose and Mihret[26] created the following citation and annotation for an article that they had found in GSRC:

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[25] In addition to the 23 portfolios of the students in the study

[26] Marcos and Bash, the other two members of this group, were absent on the day that this citation was created in class.

"Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi." *Publishers Weekly* 240.23 (1993): 58. *Gale Student Resources In Context*. Web. 17 Mar. 2011.

> This article, written for publishers, readers and librarians, is about a book written before "The Five Minds For The Future" in which he talks about the creating minds where he studied seven creative people who made an impact on society. Some of them are Picasso, Gandhi, Martha Graham and Einstein. He focused on one specific skill on each individual. For example, "Gandhi's nonviolent approach to human conflict" and "Picasso's visual-spatial skills."

> This short and compact article will help students to understand how Gardner started talking about his research in creative minds before the "Five Minds For The Future" was published.

The third annotated bibliography required the students to find a book and an encyclopedia article related to their third essay, which was on a topic involving some aspect of gender. Aral, writing about women's rights in Iran, made this citation and annotation for an online encyclopedia he found:

> Marshat ,Carolyn, and Monica Mouton-Sanders. "Islam." International Encyclopedia of Marriage and Family. Ed. James J. Ponzetti. 2nd ed. Vol. 2. New York: Macmillan Reference USA, 2003. 956-960. Gale Virtual Reference Library. Web. 21 Apr. 2011

According to the source listed above that discusses about Islam and being Muslims, women who practice the belief of this religion hold less power than men. In addition, relationships between men and women vary slightly by country of origin and governmental regulations, and traditionally women and men are not free to date and the vast majority of marriages are arranged marriages. There is always pressure from individuals to every single man and woman to get married as soon as possible. The details listed above are relevant to my written essay, because my essay is about women's dignities in my country, Iran, where the main religion is Islam .So undoubtedly Iranian individuals will be raised like this, and unfortunately Islam tends to make women from my country have much less power than men in most social concepts.

After the study was completed, Ms. Morgan and Ms. Shah were asked to comment in writing on the annotated bibliographies. Asked what she hoped the students had learned from creating the annotated bibliographies, Ms. Morgan responded: "I want them to understand citation, conceptually (why cite sources) and technically (what citation looks like, what tools help you cite)." Ms. Shah, responding to the same question, wrote: "I hope they get into the habit of storing information and going back to it in other classes."

Both instructors were invited to comment further on the annotated bibliographies. Ms. Morgan wrote:

> The annotations are meant to push students [to] quickly evaluate and describe a source and reflect on how it is related to their essay. So I want them to learn how to do an AB [annotated bibliography] but I also am hoping they are thinking about how this source

connects to their essay. Also, I'm thinking of each AB as a chance to learn about some aspect of the process. I'm not expecting a complete, fully developed AB until the last 2 assignments.

Ms. Shah added that annotated bibliographies were: "key to creating a knowledge base for students."

Table 8.1 shows the kinds of information sources that the students cited and the degree to which they used these sources in their ESL 400 assignments. The students created and annotated a total of 88 citations over the course of the three annotated bibliographies, including a variety of types of information.[27]

Table 8.1

Types and Uses of Sources in Students' Three Annotated Bibliographies

Type of Use	Websites	Google Books	Books	Wikipedia	GVRL	GSRC	Video	Total
In Body of Essay or Presentation	5	7	4	0	7	5	1	29
In Works Cited List but not in Body	1	0	1	4	0	0	0	6
Not Used	6	7	5	3	6	26	0	53
Total	12	14	10	7	13	31	1	88

The categories of information listed across the top of the table require explanation. My decision to create these categories of information was based on three criteria: the ways that Ms. Morgan and Ms. Shah categorized information in their teaching, the ways that they discussed types of information between themselves and with me, and the ways that the students categorized information in their discussions in class with the instructors and among themselves.

Websites. This category included any website that students could access through an Internet search engine, such as Google, with two exceptions, Wikipedia and Google Books, which were treated as separate categories. Students included 12 citations for websites on their annotated bibliographies, five of which were incorporated into the bodies of assignments and one which was included only in the list of works cited.

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[27] The annotated bibliographies contained a total of 88 citations. However, students used many more sources for their assignments in ESL 400, as will be discussed in detail later in this chapter.

Google Books. This category included any webpage with a URL beginning www.books.google. Students included sources found on Google Books 14 times in their annotated bibliographies, and used half of these in their assignments. One of the two categories with the highest levels of integration, Google Books were introduced to the students late in the semester, when students had gained experience and confidence in incorporating outside sources of information into their essays.

Books. With 10 citations, including four that were used in the body of assignments and one that was listed on an essay's works cited page, this category included information from any book in printed format, excluding the three class textbooks: *Fifty Essays: A Portable Anthology, Five Minds for the Future, and Rules for Writers.*

Wikipedia. Wikipedia appeared on the annotated bibliographies seven times, was listed as a source four times, but was never used in the body of essays. As will be discussed later in this chapter, students *did* use Wikipedia in the body of their essays, but those instances were different from the citations listed on the annotated bibliographies.

GVRL: Gale Virtual Reference Library. This proprietary database was composed of electronic reference books bought by Ladera College Library. Like the next two categories, it was a product of Gale database company, the library's main database vendor, and it required user authentication with a library card number when accessed off campus. Students included 13 citations from this database on their annotated bibliographies and incorporated seven of these into their essays' bodies.

GSRC: Gale Student Resources Center. As mentioned above, GSRC, a database composed of periodical and reference articles on all subjects, was introduced by Ms. Morgan early in the semester. The overall most frequently cited source on the annotated bibliographies, GSRC, which appeared 31 times on the annotated bibliographies, can be explained in large part by Ms. Morgan's requirement that the students had to cite and annotate two articles from GSRC related to Howard Gardner book for their second annotated bibliography.[28] The fact that students incorporated GSRC sources only five times in their presentations was due primarily to Ms. Shah and Ms. Morgan's decision not to require that the students incorporate them. Part of the reason for this lack of requirement to integrate the sources into the presentations was the meager number of results retrieved from the library's databases related to the themes in *Five Minds for the Future*. It seemed unfair and counterproductive to both instructors to expect students to incorporate sources that were only somewhat valuable to the students as they created their presentations. Only five students -- one student group—incorporated a source from their annotated bibliographies in their presentation.

Video. One student, Aral, cited a video that he found on Youtube.com.

Integration of Annotated Bibliographies and ESL 400 Assignments. Only 29 of these 88 sources, or 33%, were used in the students' ESL 400 assignments. Another six sources, or 7%, were

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[28] Each student's second annotated bibliography, associated with the group presentations, was counted separately, even though the students created this bibliography as a group. In addition, the students varied in the ways in which they presented their annotated bibliographies on their portfolios.

included in the students' lists of the works cited but were not integrated into the body of their assignments. Of the 88 sources on the annotated bibliographies, 53, or 60%, were not used at all.

What should we make of this lack of integration? First, we should not see this as failure on the part of students or instructors. The students were not required to use the sources from their annotated bibliographies in their ESL 400 assignments, and neither instructor compared the bibliographies to these assignments.

When asked to comment on the benefits and drawbacks of not requiring the students to incorporate the sources from their annotated bibliographies into their ESL 400 assignments, Ms. Shah responded, "I would like them to include research that is meaningful to their papers. Choosing what not to include is also a skill that needs to be learned."

This response was very much of a piece with Ms. Shah's belief that students should not incorporate information unless there was a reason to do so. She sometimes avoided naming a specific number of sources that students needed to incorporate into their assignments because when she had done this in past semesters she had received essays in which students had incorporated outside sources for no good reason.

Ms. Morgan's response to the same question showed an evolving attitude toward integrating sources found in LIBR 100 into assignments written for ESL 400:

Research papers tend to cite many sources that the [students] don't quote. However, I do think it makes the experience more meaningful if they do actually integrate the sources into their paper (by quoting or paraphrasing). Originally, I had thought if they were doing that by the end I would be happy. But I'd like to place more emphasize on citing sources. It requires the course to be highly integrated and a lot of coordination between the instructors.

Her response also underscored the need for time to collaborate. As has been stated elsewhere, the instructors did not have any extra preparation time for coordinating their lessons and assignments. They e-mailed each other often, met every week or two, and because the class sessions were often taught in the library, where Ms. Morgan worked, they ran into each other on a regular basis. Nonetheless, synchronizing assignments and lessons took a great deal of time.

Much like the process of writing and research that the instructors were teaching their students, the process of collaborating, of coordinating one's voice with that of another's, was complex and time consuming. And, like their students, both women were busy—engaged in their professions on and off campus and immersed in the lives of their family, friends and community.

When considering the lack of integration of LIBR 100 sources into ESL 400 assignments, it is also important to emphasize the fact that the students were challenged in many ways by the work in the two courses: reading difficult texts assigned to them by Ms. Shah; finding, evaluating and reading outside sources of information in Ms. Morgan's course; developing thesis statements for their essays; organizing their ideas at the level of sentence, paragraph, and essay; introducing ideas from outside sources into their essays and then documenting these ideas; dealing with keyboarding and other technological challenges—and all of these challenges in a second language.

On top of all of these tasks, asking students to integrate their work in the two courses was, from one perspective, asking a great deal. From this perspective, the students were too busy to marry the words they had read in LIBR 100 to the words they had written in ESL 400, and the instructors were too busy to perform the wedding. From this perspective, there were too many academic chores occupying the students' and instructors' attention to make room for yet another chore—coordinating the chores.

This perspective, which we might call an empathetic and realistic perspective, is 180 degrees from an alternate perspective foregrounding a central ideal of learning communities—integration. From this idealistic perspective, the coursework in LIBR 100 would not be "on top of" the work in ESL 400 at all. Rather, LIBR 100 assignments would assist the students in completing ESL 400 assignments. The sources that students found in LIBR 100 would, in this seamless learning community, slide into the assignments of ESL 400 like two dovetailed pieces of wood. The instructors would not, in this idealistic view, need *more* time to prepare, but would be freed up to collaborate, knowing that the collaboration was addressing a number of issues, such as handing off responsibility to each other for teaching certain tasks.

In this idealized view, Ms. Shah would breathe a sigh of relief. Knowing that the students were finding appropriate sources for their essays and learning how to document them, Ms. Shah would no longer have to spend so much time in class and during preparation attending to these issues. Ms. Morgan could rest assured, too. Trusting that Ms. Shah would teach the students how to deploy the sources of information that they had found in LIBR 100, Ms. Morgan could absolve herself of the responsibility to teach students about the thorny issues surrounding the incorporation of ideas.

Neither instructor conceptualized the learning community in this idealistic way, but both of them indicated that they were working towards the ideal of better integration. None of the students saw the courses in this idealized way, either, but when the courses *did* overlap and support each other, the students were appreciative.

Using Information from the Course Textbook. As Table 8.2 shows, the students used information from their main textbook, *Fifty Essays: A Portable Anthology* (Cohen, 2011), in all of their essays, employing these sources a total of 104 times, including 29 times in the first essays, 25 times in the second essay, 22 times in the third essay, and 28 times in the fourth essay.

Table 8.2

Students' Incorporation of Information from Textbook: Whole Class

Whole Class	Essay 1 Douglass	Essay 1 Rodriguez	Essay 1 Rose	Essay 1 Tan	Essay 2 Didion	Essay 3 Barry	Essay 3 Cooper	Essay 3 Gould	Essay 3 Staples	Essay 4 King	Essay 4 Orwell	Essay 4 Said	Total
Quotation	4	5	8	1	16	7	2	5	1	14	3	5	71
Paraphrase	0	0	1	0	5	1	1	1	1	0	0	0	10
Reference	0	1	1	0	4	0	0	0	0	2	1	0	9
Works Cited only	4	1	0	1	0	0	0	1	0	0	1	1	9
Paraphrase only	0	0	1	1	0	0	0	2	0	0	0	0	4
Other/ Unclear	0	0	0	0	0	0	0	0	0	1	0	0	1
Total	8	7	11	3	25	8	3	9	2	17	5	6	104
Total per Essay				29	25				22			28	104

Students used these sources in a number of ways, the most popular of which was quoting. Students quoted authors in the anthology 71 times. They paraphrased essay passages ten times, and referred to essays nine times. The students included citations of the essays without incorporating them into the essays nine times. Four times the students paraphrased parts of the essays but did not provide a citation.

Table 8.3 tells a similar story among the focus students. In both cases, Joan Didion's "On Keeping a Notebook" was the most frequently incorporated essay because that was the only essay that students read during the short period of time in which they prepared for and wrote their second essay. In both the whole class and the focus student analysis, students did not vary significantly in the amount that they incorporated these texts over the course of the semester.

Table 8.3

Students' Incorporation of Information from Textbook: Focus Students

Incorporation	Essay 1 Douglass	Essay 1 Rodriguez	Essay 1 Rose	Essay 1 Tan	Essay 2 Didion	Essay 3 Barry	Essay 3 Cooper	Essay 3 Gould	Essay 3 Staples	Essay 4 King	Essay 4 Orwell	Essay 4 Said	Total
Quotation	2		2		3	1		3		2		3	16
Paraphrase					3			1					4
Reference			1		1					1			3
Works Cited only	1	1											2
Paraphase only											1		1
Other/ Unclear										1			1
Total	3	1	3	0	7	1	0	4	0	4	1	3	27
Total per Essay				7	7				5			8	27

These instances of incorporating information from the course's main textbook provided the fledgling researchers with scaffolded practice in using outside sources of information. Unlike the less supported process of using information from sources discovered in the research process, these were opportunities in which students were guided by Ms. Shah in discerning how outside sources of information could be combined with the students' thoughts and experiences. By incorporating information from their textbook, the students were gaining experience for the often more difficult task of using outside sources beyond the anthology.

Using Information from Beyond the Textbook. Next, Table 8.4 shows the kinds of information other than the anthology that students used in their essays. There were 171 instances in which students used outside sources of information beyond their anthology. Some of these categories require explanation.

Table 8.4

Students' Incorporation of Information from Other Sources: Whole Class

Whole Class	Websites	Google Books	Books	Folklore	Wikipedia	GVRL	GSRC	GBIO	Self	Video	Total
Quotation	15	7	12	NA	1	4	6	0	0	0	**45**
Paraphrase	12	19	8	NA	2	4	0	1	1	0	**47**
Reference	1	0	1	NA	0	0	0	0	0	0	**2**
Works Cited only	5	5	6	NA	9	3	3	0	0	1	**32**
Paraphrase only	4	0	0	NA	4	0	0	0	0	0	**8**
Other/Unclear	6	2	0	24	4	1	0	0	0	0	**37**
Total	**43**	**33**	**27**	**24**	**20**	**12**	**9**	**1**	**1**	**1**	**171**

Folklore. Included in this category were proverbs and sayings. Also included was dialogue from the students' experience, such as dialogue between the students and friends or family. This category, with 24 instantiations, was larger than I expected. All of the instantiations in this category were designated as "other" in terms of the categories of use. This example is from Jaime's first essay on math programs, in which he quotes his friends:

For example, some classmates from my math class in college were from high school and one day we were talking about our math class some of them told. "Some of these topic and exercise I already studied them in high school but I didn't learn it, I'm feeling pretty bad being repeating something I already should know." There were like six of them who told me the same.

Another example is from Shway, who wrote about his passion for engineering in his first essay:

> A famous quote says, "Live your passion everyday"; I live with my passion everyday studying math, computer programming, and engineering.

GBIO. Gale Biography Resource Center. Used once by a student working with me, this database containing biographical information was not introduced by Ms. Morgan.

Self. One student, Martina, cited her first essay when discussing it in her second essay.

Websites were the most frequently used type of information, with 43 instances of use, or 25% of the total number of uses. Next was Google Books, at 33 uses, or 19%. Wikipedia, at 20 uses, or 12%, was also a popular type of information. Combining these three categories of websites, Google Books and Wikipedia, and adding in the single Youtube video, students used free Internet sources 97 times, or 57%. The library's proprietary databases—GVRL, GSRC, and GBIO -- accounted for 22 instances of use, or 13%. Adding to this number the 27 uses of books, most of which came from the library, the total number of instances of use involving library resources was 49, or 29%. The remainder 14% of uses of information came primary from the folklore category.

Total Uses of Information. Table 8.5 combines the instances of use of information from the anthology and from other sources. Over the course of the semester, student incorporated outside sources of information a total of 275 times in their essays and presentations. If the quotation, paraphrase and reference categories are combined, 184, or 67%, of these instances were cases in which students were successful in incorporating outside sources of information. If the next two categories are combined, 63, or 23%, of the cases were instances in which students did not incorporate outside sources successfully.

Table 8.5

Total Uses of Information

Type of Use	Textbook	Non-Textbook	Total
Quotation	71	45	116
Paraphrase	10	47	57
Reference	9	2	11
Works Cited only	9	32	41
Paraphrase only	4	8	12
Other/Unclear	1	37	38
Total	104	171	275

Changes in the Use of Information over the Semester. A more fine grained analysis was performed on the essays of the focus students to discover changes in the students' use over the course of the semester. Table 8.6 shows an analysis of the average number of citations found in the list of works cited in the essays of the focus students.

Table 8.6

Focus Students' Use of Information: Works Cited List

Average	Essay 1	Essay 2	Essay 3	Essay 4
1. Total Works Cited	3.0	2.0	3.2	4.8
2. Textbook Works Cited	1.0	1.2	0.8	1.3
3. Non-Textbook Works Cited	2.0	0.8	2.4	3.5
4. Incorporated into Body of Essay Works Cited	0.8	1.5	3.0	4.3
5. Incorporated Citations / Total Citations	0.27	0.75	0.93	0.90

On average, the focus students' lists of works cited for the first essay contained 3 citations, 1 of which came from the course anthology and 2 of which were from other sources, such as websites or Google books. Of these only an average of 0.8 citations, or 27%, were incorporated into the

body of the essays. In other words, in the first essay, students were listing sources but not using them very much. By the fourth essay, written at the end of the semester, students were not only including more sources in their works cited list—an average of 4.8 citations—but they were also incorporating these sources at a higher rate—4.3, or 90%. This increase is congruent with qualitative evidence that students' understanding of citation grew over the course of the semester.

Next, Table 8.7 shows an analysis of the body of the focus students' essays to learn how they incorporated information into their work. The categories of types of use require explanation.

Table 8.7

Focus Students' Use of Information: Incorporations in Body of Essay

Average	Essay 1	Essay 2	Essay 3	Essay 4
1. Total Incorporations in Body of Essay	3.2	2.8	6.6	9.3
2. Incorporations Linked to Citation in Works Cited List	1.4	2.3	6.2	7.5
3. Un-Linked Incorporations in Body of Essay	1.8	0.3	0	1
4. Un-Cited Incorporations in Body of Essay	0	0.3	0.4	0.8
5. Cited Incorporations / Total Incorporations	0.44	0.82	0.94	0.81

1. Total Incorporations in Body of Essay. This category includes all instances of incorporated outside sources of information, including passages in which students quoted, paraphrased, or referred to outside sources of information. In other words, in the first essay, students averaged 3.2 incorporations of outside sources of information; by the last essay, students incorporated sources of information 9.3 times. Much of this increase is due to one student, Aral, who incorporated information much more frequently than any other student in the class in his last two essays.

2. Incorporations Linked to Citation in Works Cited List. This category includes instances in which students quoted, paraphrased or referred to outside sources and linked these incorporations to a citation in the list of works cited.

3. Un-Linked Incorporations in Body of Essay. This category includes incorporations of outside sources of information that are unlinked linked to a citation in the list of works cited. This number started at 1.8, decreased, and then rose again to end at 1. One student in particular, Marcos, had difficulty with linking his incorporations of outside text to his

list of citations, and a good deal of the rise of this number at the end of the semester is attributable to his difficulties.

4. Un-Cited Incorporations in Body of Essay. This category includes incorporations of information that are not cited at all in the list of works cited. The rise in this number, from 0 at the beginning of the semester to 0.8 at the semester's end is explained in large part by Marcos' use of outside sources of information without citing them.

5. Cited Incorporations / Total Incorporations. This category divides the cited incorporations of outside sources of information by the total number of incorporations. This number, starting at 44%, rising to 94% and then falling to 81%, seems to indicate a growth over the course of the semester in the students' ability to link their incorporations of outside sources of information to citations in their lists of works cited.

Analysis of plagiarism. The final analysis of the students' use of information involves the use of Turnitin (TII) (iParadigms, 1996), software to identify similarities between student documents and other texts found on the Internet, in TII's database of student papers, and in library databases. Analysis of the students' essays using TII identified text in students' essays that students had likely found on the Internet and incorporated into their text without citing.

TII had been used for two or three years by a small number of Ladera College instructors. These instructors had their student submit digital versions of their essays and research papers via TII instead of submitting printed copies. In addition to detecting possible instances of plagiarism, ILL allows instructors to provide feedback and record grades. Ms. Shah did not use TII with the students in this study, although she was beginning to introduce it to the ESL 300 students in the semester after the completion of the study, Fall, 2012. Although one of Ladera's most proficient users of educational technology, Ms. Shah had been somewhat hesitant to try TII. She admitted to some anxiety—unusual for her—in trying out the software. She was also hesitant to add another technological component to her course for fear of overwhelming her students, some of whom expressed frustration with creating online portfolios and other technological aspects of the course, such as using Google Docs.

For this analysis, all of the essays in the students' portfolios (N=84) were submitted to TII, which generated a report for each essay, highlighting similar text in a variety of colors, each signifying a different source. For example, here is an abbreviated version of a report on Susanna's fourth essay (Figure 8.8), 63% of which was similar to text found on the Internet. Text in color is identical to text found on the Internet.

Table 8.8

Turnitin Originality Report, Susanna's 4th Essay

Turnitin Originality Report: Susanna_4.docx. Similarity Index 63%

17% match (Internet from 11/16/10) http://en.wikipedia.org/wiki/Salvadoran_Civil_War
15% match (Internet from 6/18/11) http://danpritchard.com/wiki/Salvadoran_Civil_War
15% match (student papers from 06/10/10) Submitted to Herricks High School on 2010-06-10 ….

2**El Salvador is a small country located in Central America bordered by Honduras, Guatemala and the Pacific Ocean. In recent**

years, it has been plagued by violence and poverty due to over-population and class struggles. The conflict between the rich and

the poor of the country has existed for more than a century. In the 1880s coffee became a cash crop in **El Salvador.** Coffee was

95% of the country's income. Unfortunately, this | percent decreased to a 2% after Ausgustin | 1**Farabundo Marti formed the**

Central American Socialist Party and | putted all the working class in opposition to the government. From there the war started.

4**The killing became known as La Matanza (the Massacre) and left more than 30,000 people dead. Marti was eventually arrested**

and **put to death.** In 1980, **El Salvador's civil war officially began. The** | Salvadorian | 5**Civil War (1980–1992) was a conflict in**

El Salvador between the military government of El Salvador and the Farabundo Martí National Liberation Front (FMLN). As

the6**military** defended **their stand of killing** rebels, **the FMLN also worked to blow** | ….

Quotations and citations in the students' paper were excluded by the software. Text that students had attempted to quote or cite was also excluded by me. For example, if a student neglected to use quotation marks around a quotation but provided some form of in text citation to indicate that the words were from an outside source, I lowered the similarity percentage calculated by TII by excluding the quotation and recalculating. Also excluded were instances in which just a few words in a row were similar to text elsewhere, such as the phrase "According to Rodriguez". The remaining similarities between texts were passages of more than a few words from the students' essays that were identical to other texts with no attempt at indicating to the reader that the words were from an outside source.

Table 8.9 shows the amount of similarity between the students' essays and other texts on the Internet.

Table 8.9

Percentage of Similarity between Student Essays and Other Texts

Student	Essay 1	Essay 2	Essay 3	Essay 4	Average[29]
Armelita	0	0	0	0	0
Ivan	0	0	0	0	0
Jose	0	0	0	0	0
Martina	0	0	0	0	0
Maira	0	0	0	0	0
Shway	0	0	0	1	0
Valentina	0	0	0	0	0
Arash	0	0	0	3	1
Celia	0	1	0	2	1
Jaime	0	0	0	3	1
Don	0	0	0	6	2
Lucia	5	missing	0	0	2
Ronato	9	0	0	5	4
Gisem	0	0	25	0	6
Fernanda	0	0	5	31	9
Mariana	23	0	14	0	9
Sara	11	17	0	12	10
Mihret	25	0	Missing	8	11
Marcos	25	14	6	19	16
Nadimah	35	0	41	21	24
Bash	10	missing	77	0	29
Susanna	missing	25	38	63	42
Rigoberto	missing	missing	Missing	missing	missing
Number	21	20	21	22	22
Average	7	3	10	8	8

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[29] rounded to nearest whole number

The average percentage of similarity for the entire course was 8, with a range from 0 to 77. Averages over the course of the semester did not vary significantly—7% on the first essay, 10% on the third essay, and 8% on the last—except for the second essay. The second's average of 3% is lower than the other essays' averages, perhaps due to the fact that it was about the students' experience writing their first essay.

This analysis uncovered a disturbing but perhaps not surprising finding. Nine students, or 41%, turned in essays that included a significant proportion of text similar to other text found online and elsewhere. This finding might indicate that, despite Ms. Morgan's and Ms. Shah's efforts to support the students in incorporating outside sources of information, there is a need for more instruction or additional approaches. Some instructors at Ladera and elsewhere, for example, teach students how to use TII in such a way that the students can see where their text is similar to other text before submitting their assignments. This allows students to revise their text before an instructor sees it.

Of course, the fact that six of the students had low similarity percentages and seven scored a zero is good news, especially given that this was the first semester that students had used outside sources of information in their academic careers. Ms. Shah and Ms. Morgan probably reduced unintentional plagiarism by teaching students how to incorporate outside sources of information throughout the semester. Their support possibly reduced intentional plagiarism, as well; it is conceivable that students knowledgeable about the conventional ways to use outside sources are less inclined to resort to dishonest use.

In any case, some of the plagiarism *was* intentional, such as the entire opening paragraph of Fernanda's fourth essay. Her "memories" of September 11, 2001 were identical to a passage from an essay found on the Internet:

> Watching the news that morning was unreal. When I first learned that the Trade Center was on fire and an airplane had crashed into the building, I naturally thought it was a small private plane. But like many others, I was wrong….[passage continues]

Ms. Shah was very interested to learn from me about this plagiarized passage. She had spent significant time over the course of the semester trying to give Fernanda supportive feedback about her essays, which Ms. Shah described as short "rambles", and "not what they were supposed to be." Her feedback was met with a good deal of hostility from Fernanda. Although Ms. Shah said that it was "blasphemous" to admit, she found "draining" Fernanda's reports of upheavals in her personal life—she had broken up with her boyfriend and had to find a new living situation.

I admit, as well, to having felt challenged some aspects of Fernanda's personality. Putting together what we know about Fernanda—worrying that her first 3 essays were not satisfactory, possibility missing her home and family, and experiencing the difficulties associated with the end of a relationship—and conceding that there is a great deal we don't know, we can speculate that she might have been tempted to plagiarize in her last essay because of various kinds of stress that she was experiencing.

Ms. Shah disagreed with scholars and practitioners who overemphasize a lack of understanding when students plagiarize: "I don't think students plagiarize by mistake; I think they do it intentionally." She also disagreed with those who overemphasize the cultural dimensions of plagiarism. She clarified that made a distinction between students taking vast chunks of text from the Internet and plugging it in their essays without any attempt at documentation and students who named an author or a text and then used small parts of it incorrectly.

The latter form of plagiarism *was* due, she felt, to misunderstanding. For example, Jose, Armelita and Mihret were unsure when to use quotation marks while trying to summarize an article about Howard Gardner for their second annotated bibliography. At one point while they were composing their summary, they started to use a string of words from the article they were attempting to summarize—"Gandhi's nonviolent approach to human conflict"—without quotation marks. When Armelita asked Jose and Mihret if they should use quotation marks, their responses showed interesting misconceptions:

Jose: Like, we can write one example. For example….[30] We can copy.... For example—

Armelita: We can erase his name and put his example….

Jose: Gandhi's nonviolent approach, with double "p", approach

Armelita: Should we put this in quotation?

Jose: Um, no, because we're not copying the whole of, uh, of, whole paragraph.

Armelita: Oh.

Jose: I think you put a quotation when you copy a full paragraph.

Armelita: Okay. [Unclear]….

David: Does someone wanna disagree with Jose? Do you think we need quotation marks?

Armelita: Yes.

Mihret: I think we don't need because already say, "For example." Right?

David: No, I agree with, um, Armelita. If you use even four words in a row— "nonviolent approach to human conflict" uh, or something?

Jose: Conflict? Yeah. Okay.

David: You should put…you should, even if it's just 4 or 5 words

Jose: So, if we use more than 2 words, we should put it in quotes.

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[30] This transcript is edited.

Jose thought that quotation marks were used for paragraph-length passages, and Mihret thought that quotation marks were not necessary because the group had used the words "for example" before the quotation. Armelita, who had more experience with academic writing than Jose and Mihret, disagreed, but she did not pursue the issue further. Once the students had gained new knowledge about quotation marks, they were able to apply it. Moments later, they decided without prompting to use quotation marks around another phrase from the article—"Picasso's visual-spatial skills."

It is worth noting that the transcription above is one moment of a process in which the students were dealing with a number of difficulties during the composition of their annotation, including:

- Group composition challenges, including disagreement and miscommunication

- Spelling, grammar and punctuation problems

- Keyboarding and printing challenges

- Reading a book review, a somewhat unfamiliar genre for these students

- Realizing that the review was about Gardner's work and not by Gardner

- Encountering such phrases as "Faustian bargain"

- Unfamiliarity with figures such as Martha Graham; uncertainty about Picasso

- Conventions of academic writing

- Conventions of summarizing

In spite of these challenges, Jose, Armelita and Mihret managed to compose an annotated citation. For many community college students, completing this assignment would have been difficult, even if they were native speakers of English. For Jose, a Spanish speaker, Armelita, a Tagalog speaker, and Mihret, an Ethiopian speaker, to create an annotation of a sophisticated article reviewing a challenging book in English was a feat—with or without plagiarized passages.

Conclusion. This chapter has examined incorporations—all sorts of incorporations. The instructors, in supporting their students' incorporation of outside sources of information, tried to incorporate each other's curricula into their teaching. This collaboration was as new a way of teaching to Ms. Morgan and Ms. Shah as the conventions of quoting, paraphrasing and referencing were to their students. Just as it was challenging for the instructors to synchronize their own pedagogical ideas with content from an outsider—even content from a cherished colleague—it was difficult for the students to coordinate their own ideas with those of outside sources. Whether examining the students' use of external texts in Chapter 6, the documentation of those ideas in Chapter 7, or the overall trends in incorporation of ideas in Chapter 8, one conclusion seems to dominate: incorporation is difficult.

The annotated bibliographies were a chance for Ms. Morgan to incorporate the curriculum of LIBR 10 into Ms. Shah's ESL 300 curriculum. They were also a chance for students to find, evaluate, and explore sources of information that they could then incorporate into their ESL 300 assignments. While only approximately one third of the sources in the annotated bibliographies made their way into ESL 300 assignments, the students learned many aspects of the research process in the process of creating them, which was a chief goal of both instructors.

The citations on the students' annotated bibliographies served a number of purposes. First, they were proof that the students had found information relevant to their essays and presentations—trophies brought back from a kind of research safari. In addition, the citations provided the students with practice in the conventions of MLA formatting, practice that, by extension, would serve them throughout their college career when asked by instructors to cite sources in APA, CSE, Chicago and other documentation styles.

The annotations also provided students with a chance to develop their emerging proficiency at summarizing challenging text, a skill crucial to the students' future academic success. Most importantly, the annotated bibliographies were a concrete and meaningful way for Ms. Morgan to engage her novice researchers in a central concept of inquiry, that research involves yet another form of incorporation — joining networks, learning the practices of those networks, documenting one's dependence on those networks, and contributing to them. Although only a third of the sources of information on the annotated bibliographies were incorporated into the students' ESL assignments, the knowledge and practice that the students gained were valuable assets in their bid to be incorporated into higher education and professional life.

Indeed, it was Jose's wish to leave his job as an airplane mechanic and enter law or business school, Armelita's hope to stop clerking at Trader Joe's and become a teacher or a social worker, and Mihret's dream to be promoted from her current position as a nursing assistant to a registered nurse. The students in this study were immigrants and newcomers—adept at overcoming hardships in order to "incorporate" themselves into the United States and determined to become fully incorporated into the American Dream.

It was, in large part, this determination that accounted for many of the students' ability to make it into ESL 300, Ladera College's highest level of ESL, in the first place—no small accomplishment, given the high rates of attrition in community college ESL programs (Sengupta & Jepsen, 2006).   The students' determination to be incorporated into higher education and, eventually, professional careers, also fueled the students' growing ability over the course of the semester to incorporate information from outside sources. It can be argued that even decisions to commit plagiarism were driven by a desire to avoid failure and to be incorporated into the next phase of their education. The findings of plagiarism in this chapter indicate a need to reflect on the ways in which students might gain additional support in avoiding plagiarism.

Next, in Chapter 9, the final chapter, we will synthesize the findings of this study and draw general conclusions. We will also consider the implications of these conclusions for improved support of ESL community college students as they learn to become novice researchers.

Conclusion: "The Grand Rendezvous" **9**

> The proposition then is to make the library the grand rendezvous of the college for teacher and pupil alike, and to do in it as much of the teaching as is convenient and practicable. (Winsor, 1880, p. 7)

Winsor imagined an environment not unlike the one created by Ms. Morgan and Ms. Shah—a place where teachers, supported by librarians, could provide students rich educational experiences by moving from stultifying, recitation-oriented classroom instruction toward a vibrant seminar-style exploration of ideas enabled by a library offering many books with diverse viewpoints. This approach would, he hoped, release colleges from "the thralldom…of the class system" (p. 6), which centered on impoverished textbook treatments of topics presented from one author's perspective.

Winsor's ideals were very much at the heart of this study's learning community. When Ms. Shah first proposed the idea of an ESL/library learning community, her dream was to create a structure in which students could learn to interact with information. She believed that students needed stimulating learning experiences, and that access to diverse points of views was a primary way to achieve this. Ms. Morgan abetted Ms. Shah in releasing students from the "thralldom" of the class and textbook by creating a learning community in which a variety of sources of information that students discovered in LIBR 10 could be incorporated into their writing for ESL 300.

Overview. In this learning community, which met at Ladera College Library for 17 weeks in the spring of 2011, 23 advanced ESL students learned to find information, evaluate it, and put it to use in their essays. In doing so, they gained a basic understanding of research—everything from sublime concepts such as the obvious yet profound idea that an event can have multiple interpretations, which led to Jaime's realization of why members of his family disagreed so strongly about the Civil War in El Salvador, to ridiculously tiny sub-skills, such as Mariana's ability to create a hanging indentation for her citations.

This research/writing process presented a range of challenges, and students and instructors responded by fashioning strategies. Specifically, this study examined the strategies that students and instructors constructed in response to the problems that they encountered in the three categories of information literacy (ACRL, 2000) : finding, evaluating and using information. The using phase of information literacy, which became a particular focus of this study as I realized that it presented especially complicated issues in need of addressing, was examined in three parts—incorporating ideas from outside sources, documenting these ideas, and overall patterns of incorporation. Many of these strategies were enabled by the structure of the learning community. What is the significance of these questions, and how do the answers to them extend what we also know about instruction for community college ESL students?

The subjects of this study-- ESL community college students--are a subset of a group that is growing in importance—language-minority students. Given the large and increasing number of language minority students in the United States educational system, a number of scholars have called the education of language-minority students a mainstream concern. (Bunch, 2010; Enright, 2010, Gándara & Contreras, 2009). In fact, Enright (2010) refers to language minority students

as part of a "new mainstream." Many ESL students, with the important exception of well-educated international students, tend to be a particularly vulnerable subset of language-minority students. There is an urgent need to understand how to improve support of their academic development. This study begins to address this need in one crucial, but overlooked, area of ESL students' academic development—information literacy instruction.

It is especially important to study this issue in community colleges, where a very high percentage of language minority students begin higher education (Aud, 2010, p. 129). The extremely high attrition rate among ESL community college students and basic skills students, many of whom are language minority students, makes reforming approached to their instruction critically important. Of a state-wide cohort of first year community college students in California, 65% of students in Basic Skills-ESL courses dropped out within a year (Sengupta & Jepsen, 2006). The learning community in this study sought to provide ESL students basic research skills so that they would be better positioned to succeed not only in ESL 300, but in college-level courses.

Although the attrition problem among community college ESL students is multi-faceted, one likely instructional factor is "remedial pedagogy"—a decontextualized, drill-based approach to teaching that sucks meaning and enjoyment out of the learning process (Grubb et al., 2011a). A related instructional issue that ESL students face is educational segregation. ESL students in community college tend to lack access to classes in which academic language is used authentically and therefore do not have opportunities to develop crucial linguistic and literacy practices (Bunch, 2010, p. 15). Researchers have called for more bridging mechanisms that would allow for this development—configurations of instruction that support ESL students while exposing them to conditions under which academic discourse is necessary (Bunch, 2010; Woodlief et al., 2003). This study examined just such a configuration—a learning community.

The learning community is the most common configuration in community colleges for delivering instruction in innovative ways. Research on the impact of learning communities on the academic success of ESL students shows a number of benefits, perhaps the most important of which is that participants tend to feel safe to speak. While all community college students need conditions in which they feel safe to speak and participate in class, for ESL students the need is especially significant, since their confidence is often linked to their perceptions of their ability to speak. Engstrom and Tinto (2007) found that learning communities' ability to provide a safe environment in which ESL students can practice speaking positively impacted their identities in terms of their academic competence. Learning communities tend to encourage students to practice their academic English; this practice contributed to improved fluency, which, in turn, increases confidence.

Given the central role that discussion plays in many community college classrooms, the confidence that learning communities tend to cultivate in ESL students is of critical importance.

At many points in this study, the confidence and trust made possible by the learning community's structure are presented as important components of strategies for coping with the difficulties of the research process. This study confirms the findings of previous research on learning communities that indicates improved confidence for ESL students.

It extends these findings by offering micro-level examples of conversations in which students discuss complicated concepts with a librarian whom they trust, and, in doing so, are impelled to use complicated academic language forms. When, for example, Celia realized that she needed to clarify her research topic with Ms. Morgan, she was both challenged and supported. In a sense, the contextualized learning made possible by the learning community's structure got Celia into linguistic trouble, and the trust that she placed in Ms. Morgan enabled her to get out.

Studies of language-minority students in academic libraries (Adkins & Hussey, 2006; Haras, 2010; Haras, Lopez & Ferry, 2008) also indicate a strong link between students' comfort level in the library and their ability to use the library. The findings of this study extend this research by showing that the learning community structure is a powerful mechanism for building feelings of comfort, confidence and trust among ESL students. Haras (2010) calls for contextualized information literacy instruction for language minority students as a way to help them succeed in college-level courses; this study shows that the learning community structure is an effective way to deliver this instruction. What specifically does this study add to our understanding of community college ESL instruction?

Obstacles, Strategies, and the Learning Community's Structure. The students in this study faced the immense range of obstacles inherent in the research/writing process—everything from choosing research topics to formatting citations. I chose to focus on both big and small problems because, regardless of their apparent magnitude, these were the problems that were most frequently observed to cause the students grief.

Rather than simply summarize these obstacles, I will group them into four somewhat overlapping categories:

- Simple problems

- Problems involving reading comprehension

- Problems caused by a lack of background knowledge

- Complicated problems

Many of the strategies that the students and their instructors constructed in response to these problems were made possible due to the structure of the learning community. As I describe the four categories of problems, I will show how the learning community structure allowed for solutions. Some of the solutions are generic—they are characteristics of good teaching in many contexts, not only in terms of teaching research practices. For example, affirming students' emergent understanding of concepts, while evidence throughout Ms. Shah's and Ms. Morgan's teaching, is a practice found in most successful classrooms. Although these kinds of practices do not require as much discussion as more specific and less obvious solutions, their contribution to the general success of this learning community are essential. It is, for example, impossible to understand the environment of this study without knowing that Ms. Shah and Ms. Morgan were unfailing in their respect for students' fledging attempts to grasp concepts about English, writing, research, and being a student.

Simple Problems

The student's reading, writing and research involved some of the most basic problems imaginable. Students had a great deal of trouble navigating. They often had trouble finding a resource online, such as a database's portal, and once they were in the resource, they had trouble navigating around it, such as dealing with the complexities of a database's many pages, levels. This problem frequently left some students, such as Lucia, a click or two behind the class—literally unable to access the matter at hand. Other simple problems that student faced repeatedly had to do with in-text citations—where to place the period, what words to use to introduce quotations.

Contextualized Practice. The learning community' structure allowed for contextualized practice over time. Information literacy instruction requires repetition. For example, it is only with repetition that a student begins to build up a familiarity with the structure of an online encyclopedia. Repetition allows students to form habits when using advanced Google techniques. Yet, repetition, if it is not in the service of a real goal, can lead students to view information literacy instruction as busy work. Because of the learning community, the students had 17 weeks to become accustomed to the library's collection of online encyclopedias, Advanced Google, and other resources while seeking information for real purposes.

Persistence. The students' persistence was a strategy frequently employed with all kinds of problems, including simple problems. Aral's persistence was hard to miss. His personality took up a vast amount of space in the classroom, and if he did not understand how to do something simple—for example, how to use quotation marks when quoting a source—he asked for clarification loudly and repeatedly until he received satisfaction. This behavior, although somewhat obnoxious at times, benefitted him *and* his classmates, some of whom rarely spoke at all and yet often listened attentively to his questions and the answers he received.

The learning community's role in the case of Aral is not clear, as he was the type of student who probably would have spoken up in practically any situation. It is possible that the learning community enabled his extroverted personality to benefit others more than a tradition class. He was often seen helping other students, but it is also possible that he did this in more traditional learning situations. One impact of the learning community's structure that is clear—it gave Ms. Shah and Ms. Morgan an opportunity to discuss strategies for framing his behavior and dealing with it. Ms. Morgan and Ms. Shah were very tolerant of Aral's behavior. They saw that his question asking behavior not only gave other students access to important clarification, they also recognized that he was modeling question asking behavior.

Lucia was at the opposite end of spectrum from Aral in terms of talking. She rarely spoke up, but she was no less persistent. This seems to be an important finding—persistence came in "overt" and "hidden" modes, and the learning community's structure was especially important for nurturing "hidden" persistence. Aral cracked at least a couple of jokes before class even began each day, while Lucia rarely participated in discussions over the course of the semester. However, both students were very persistent.

Her persistence was quietly evident throughout the semester in the face of complicated and simple problems. The learning community structure may have enabled her to develop a

friendship with three students, all of whom helped her with technological problems in and out of the classroom. Lucia's case suggests that a learning community, which extends the amount of time that students have for developing friendships, is of particular value to quiet students.

Cross-Over Teaching. For simple problems, a typical instructor strategy was cross-over teaching. For example, when Gisem did not know how to introduce a quote, Ms. Morgan easily stepped into the role of composition instructor, suggesting a couple of variations on the ever-popular phrase "According to…" She kindly reminded Gisem that after presenting the quote, she should write a sentence relating the quote to Gisem's points.

Similarly, Ms. Shah was observed on a number of occasions helping students to find information in sources that they might use in their essays. Cross-over teaching was a powerful strategy for addressing simple problems, but it was also effective at addressing the problems of the "No Man's Land" of the writing/research process—those complicated issues that cropped up when students were trying to incorporate outside sources into their essays, often while feeling lonely and overwhelmed. At such times, having an instructor who was flexible and supportive was very useful.

And while it goes without saying that cross-over teaching would not have been possible without the structure of the learning community, the flexibility of the two instructors was a very important factor, as was the fact that they knew and admired each other's approaches. It was also extremely helpful that Ms. Morgan, who frequently sat at the reference desk, and Ms. Shah, who held office hours in the library before class, were both very visible and available for all kinds of assistance, including cross-over support.

Why Focus on Simple Problems? Finally, simple problems, such as not knowing how to center the title of an essay, how to insert a page number in the header, or how to create a correctly formatted citation, are precisely the kinds of issues that instructors outside of this study complain about to librarians, usually along the lines of, "Why can't students get the formatting, spelling and other straightforward issues right? These issues seem so simple. Is it laziness or carelessness? I've explained how to do these things and provided samples and resource guides, but they still don't get them right." Reflecting on instructors' attitudes towards simple problems, Ms. Morgan suspected that it was difficult for instructors to separate the impact of these simple problems from their attitudes towards more profound issues found in the students' essays.

Drawing on her experience at Stanford, UCSC, Berkeley, Ladera and other institutions, Ms. Morgan likened instructors' negative reactions concerning these simple presentational issues found in many ESL students' papers to their reaction about ESL students' pronunciation and grammar when speaking. She felt strongly that ESL students, especially in a community college, were at risk of intellectual discrimination—of not being taken seriously due to "the way they present," both in speaking and in writing.

Dismissing simple problems as inconsequential—an attitude taken by some educators and researchers who care deeply about educational equity and who wish to emphasize more substantive issues—seemed unproductive to Ms. Morgan. She asserted that it might be forgivable for a graduate student at Berkeley or Stanford to neglect to center the title on his essay, but for ESL community college students, who face subtle and subconscious discrimination

across community college campuses on a daily basis, cosmetic flaws in academic discourse add to deeply held deficit oriented beliefs about ESL students.

In addition, she noted that students exhibited anxiety about simple problems and frequently requested instruction about them. Ms. Morgan's attitude toward MLA formatting issues and other simple problems had evolved over her time at Ladera from feeling that they were boring and relatively unimportant aspects of information literacy to believing that they were opportunities to provide support on issues that instructors and students cared about.

<u>Problems Involving Reading Comprehension</u>

The problem observed more than any other in this study was students encountering an unknown word. There was probably not a class session during the entire semester in which at least one student was not observed looking up a word, usually online, but sometimes in an offline electronic dictionary device or in a print dictionary. Sometimes the dictionary or device provided a translation; somewhat less frequently students retrieved a definition in English.

Seeking Definitions. The solution of looking up unknown words was simple and apparently straightforward, although it is difficult to assess the degree to which this solution was effective, since sometimes with dictionary use it is not clear which definition applies, and even if the student chooses the correct definition and understands it, the meaning of a sentence or passage is not necessarily clarified.

One insight gleaned from this study worth revisiting is that dictionary use by ESL students gives them an advantage over non-ESL students when it comes to developing research practices and dispositions. ESL students are accustomed to not knowing. Not knowing—contact with words and texts whose meaning is unclear—is a basic characteristic of being an ESL student. Using a reference source to shed light on this unknown or unclear meaning is a habit that advanced ESL students have cultivated since their earliest days of learning English.

Unlike non-ESL students who might feel some reluctance to admit not knowing the meaning of a word or to use a dictionary, the students in this study constantly looked up words and asked peers and instructors (and the researcher) for meanings of words and passages. Students sought clarification for everything from Howard Gardner's use of the word "caveat" to Ms. Morgan's advice to a student to find an article that was more "substantial." The most basic research skill is, it can be argued, looking up the meaning of a word, and the students in this study engaged in this behavior routinely.

A potential detrimental effect of this behavior is that ESL students were accustomed to having their lack of knowledge of a word addressed by short dictionary definitions, and college work often requires more expansive reading and exploration of concepts. So, for example, while Ms. Morgan taught students how to look up online encyclopedia articles about "gender," some students were observed going to online dictionaries for brief definitions instead of to the encyclopedias. Of course, a dictionary definition of "gender" is an excellent starting point, especially since encyclopedia articles on concepts such as "gender" are often difficult to read. One minor recommendation from this study is for librarian-instructors and ESL instructors to capitalize on the ESL student's habit of seeking definitions. Instructors can point out to the

students that, as ESL students, they are already in the habit of looking up words and that this habit is an excellent foundation for more elaborate research.

More Complex Reading Comprehension Problems. Reading comprehension problems were compounded in complicated ways when students did not realize that their comprehension of a text was significantly flawed, as when Rigoberto misunderstood completely the Birmingham clergy's condemnation of King. Because Rigoberto did not know the word "unwise" or "untimely," he used the clergy's statement about slowing down reform of race relations to support his argument about speeding up reform of immigration policy. He did look up "untimely" and "unwise," but only with prompting.

There were many examples of students not realizing that they had only very partial understanding of text or, as in the case of Rigoberto, a complete misunderstanding of it. And, as discussed already, there were also plenty of cases of students who sought clarification when they realized that they did not understand a word or a passage. Considering all of these cases together, reading comprehension was perhaps one of the most serious obstacles facing the students as they gathered, evaluated and used information.

Shuttling Technique. One of the many strategies dealing with this serious problem involved the shuttling technique, employed many times by both instructors during workshop periods of class sessions, in which the instructor would first provide explicit instruction, then consult with individual students while circulating, and finally announce to the class solutions developed by students that she observed. For example, after Ms. Morgan demonstrated to the students how to find information in a database for their presentations on Howard Gardner, she began circulating throughout the class. While circulating, she learned from Shway that he was navigating from the database's magazine article results to its journal articles because he was not finding articles with enough substance. She announced to the class his strategy for finding more difficult text. She added that the students could also decide that they needed to find easier articles.

This example, in many ways, seems almost too obvious to mention. After all, instructors in workshop settings frequently announce to the entire class tips and thoughts based on talking to students or simply as thoughts occur to them. Does it really merit a name, such as "shuttling technique"? Also, while the specific strategy that Shway employed—to find more substantive information by switching from magazines to journals—is a novel concept to most students, the idea of finding easier material—something that students and others do online constantly and automatically, might seem to barely qualify as a "strategy."

However, the "shuttling technique" *is* worth highlighting, especially in information literacy instruction. Because of the learning community's structure, Ms. Morgan had 17 weeks in which to cover what is often taught in one-hour traditional library sessions in a highly decontextualized manner. Given the structure's affordance of time, Ms. Morgan was able to devote considerable time to workshop periods. Because the structure allowed her to become acquainted with the students, she was able to converse with them easily and to see clearly both their challenges and the ways they addressed these challenges using their resources.

Next, the fact that students could, when confronted with difficult text, look for easier alternatives *does* merit highlighting. Acknowledging that some sources are long and difficult and others are

shorter and easier to read an excellent way to welcome students into college-level coursework and research. Many community college students have serious doubts about their ability to succeed in college. ESL students often have addition doubts about their linguistic abilities. Given these doubts and the fact that they are required to read difficult text across campus, one of the refreshing aspects of research is that they get to *choose* the texts that they incorporate into their writing.

Re-reading. Along with this strategy was another obvious approach to the problems involving reading comprehension—re-reading. Students in this study built their understanding of difficult text over time by re-reading. Jose was perhaps the most successful at implementing this classic strategy. Indeed, it was through re-reading that he was able to connect the injustice in Hussein's Iraq with that of Wallace's Alabama—exactly the kind of connection that Ms. Shah and Ms. Morgan sought for novice researchers.

Other Reading Comprehension Strategies. Given that reading comprehension problems were such powerful obstacles, it is important to recap some of the other strategies employed by students and instructors, some of which will be discussed below. All of these strategies involved discussion: one-on-one discussion between Ms. Morgan and students about sources of information in which she previewed and simplified text with students, checking in frequently with them to gauge their understanding and interest; small-group discussions formed by the instructors in which students interacted with difficult texts followed by whole class discussions in which the instructors could guide understanding and clarify murky understandings; guided re-reading between instructor and student, in which instructors could pinpoint breakdowns in understanding and provide support to get students back on track. The role of the learning community's structure with these solutions was essential. Without the time and sense of trust that developed among the participants, these discussions would not have taken place.

<div align="center">Problems Involving Background Knowledge.</div>

Closely related to the problems associated with reading comprehension were the obstacles created by a lack of background knowledge. For example, it was difficult for students to understand text—let alone use it to support an argument—when they lacked important historical contextual knowledge. When Ms. Rana realized that the entire class appeared to be missing Edward Said's point that the United States and Europe was vulnerable to arguments built on facile dichotomies after the end of the Cold War, she immediately saw the problem that the students were unfamiliar with the Cold War. Her solution was to use questions and hints to guide students in pooling their knowledge of the Berlin Wall, communism and capitalism, and the whole idea of false dichotomies.

Whole Class Discussion. This impromptu lesson, one of the most amazing moments of the study, was led by Ms. Shah, but the students contributed not only their knowledge but their enthusiasm and humor, constructing the solution together. The camaraderie generated by the learning community's structure was the main ingredient of this strategy. Of course, fruitful classroom discussions take place all the time without the benefit of learning communities, but the fact that the students were better known to one another because of the learning community and therefore more inclined to participate in the discussion may have increased the likelihood of the students to build their background knowledge.

Nested Strategies. This strategy was nested inside other strategies, as was typical of the way strategies were employed throughout the semester. Although the structure of this study has tried to tease apart the strategies that were employed to overcome obstacles so that they can be examined and discussed in depth, the strategies generally operated in an interconnected and, in some cases, invisible manner. For example, Ms. Shah's first strategy was to break the class into small groups, each group discussing and summarizing a section of Said's essay; the second strategy was to listen carefully as each group reported its findings; and, the third strategy was, upon identifying a serious comprehension problem, to build the students' background knowledge through a guided discussion. Many of the strategies in this study were similarly interconnected.

Lack of Knowledge for Evaluating Sources. Students not only lacked background knowledge about the content of texts, such as knowledge of the Cold War, they also began the semester lacking knowledge of the criteria for evaluating information sources. When it came to an information source's genre, author, and audience, students initially exhibited limited knowledge. This was a serious obstacle to their ability to do research in college.

Genre. Students are often required to find specific kinds of information, such as peer-reviewed journals, books, or, in some cases, primary historical sources or primary research. Ms. Shah and Ms. Morgan wanted the students to gain a sense of distinctions among basic types of information: books, newspapers, magazines, journals, encyclopedias, and, for lack of a more precise term, websites.

Hybrid Instruction. To introduce students to the differences between magazines and journals and periodical literature in general, Ms. Morgan provided two lessons, each employing a hybrid strategy—explicit instruction followed by structure exploration of them in print formats. These were two of the most successful LIBR 10 lessons of the study, and it was typical of Ms. Morgan's approach—both started with a brief period of clear explicit explanation with concrete examples, followed by paired or small group activities in which students constructed their own understandings of concepts with the help of worksheets that guided their explorations. One highly effective aspect of this approach was the small-group conversations that flowed from this structure. These conversations were rich and provided a low-stakes environment in which all members of the groups were able to participate. This was especially important for students who were less likely to speak in a discussion involving the whole class.

After the study ended, Ms. Morgan expressed a desire during an informal interview to talk less when teaching LIBR 10 so that she might create a space in which students could talk. While it did not appear that Ms. Morgan or Ms. Shah engaged in excessive lecturing—indeed, their pedagogical approaches seemed fairly balanced—it was true that in both Ms. Shah's and Ms. Morgan's lessons, only a few students did most of the talking during whole class discussions, while many students contributed much less. Whenever workshop, small group, or paired activities occurred, many more students participated, using English and other languages.

The kind of hybrid or balance pedagogical structure observed in Ms. Morgan's two lessons on periodicals is highly desirable for *all* students due to a number of reasons delineated in Grubb et al. (2011, pp. 6-13), but it is particularly important for ESL students, since they need many safe opportunities in which to practice speaking. While all community college students profit from opportunities in which they can practice engaging in academic discourse in small groups, ESL

students need these opportunities even more. Findings from this study indicate the many ways in which student confidence is bolstered and learning is enriched by the structure of the learning community; within this overall structure, activities that involve small-group or paired learning are especially beneficial.

Authorship. During these two sessions students not only developed their understanding of periodical articles and the differences between different kinds of periodical articles, they also enlarged their understanding of authorship. The importance of identifying documents' authors and evaluating the authors' credentials was a novel concept for most of the students. Both Ms. Morgan and Ms. Shah worked throughout the semester to cultivate in the students an appreciation of the importance of authorship in higher education.

Ignoring Minor Misconceptions. Ignoring minor misunderstandings and focusing on major concepts, a strategy observed throughout the semester in the approach of both instructors, was especially evident in teaching this concept. When Sion reported that her group could not find the author of *Time* magazine, it was evident that she did not understand that a magazine did not have an "author" but, instead, had many articles, each with different authors. Ms. Morton did not comment on this misunderstanding, trusting that with time Sion would come to see that magazine articles, not magazines as a whole, had authors.

Ms. Shah also simply did not dwell on minor problems in understanding or communication. Considering the degree of confusion in the class caused by both conceptual confusion, such as Sion's mistake, and linguistic breakdown, the instructors' tolerance for muddles was both extraordinarily high and extraordinarily effective at keeping lines of communication open.

Ms. Morgan reflected during an informal interview on this "muddled" quality of the learning community on a number of occasions. She marveled with good humor at how some concepts, which seemed very obvious to her and to me, such as a request for the students to put their name at the top of a worksheet, would inexplicably confuse the class, a class composed of students whom she knew to be perceptive and capable.

In addition to ignoring these problems, she felt that one strategy for dealing with misunderstandings was to be more structured in her teaching. In a subsequent semester of LIBR 10 she tried to create more structured worksheets and to give more concrete examples of concepts.

A central characteristic of both instructors' teaching was that they focused on what the students *did* communicate and *did* understand. And even when students missed very important concepts, such as the basic thesis of Edward Said's essay, the instructors were adept at safeguarding the students' dignity and affirming their emergent understandings while correcting misperceptions. This level of respect was reciprocated by the students, as illustrated in the next point about audience.

Audience. Another criterion for evaluating a source of information that the instructors wanted the students to use was the concept of audience. In many instances, they encouraged the students to consider who might be the intended audience of a text, including their own essays. The difficulties of understanding this concept, essential for novice researchers trying to determine the

appropriateness of a source of information, were particularly evident during a team-taught lesson on specialized encyclopedias, during which neither instructor could elicit from the students how the audiences of encyclopedias in different disciplines might vary.

Student Resourcefulness and an Affirmative Environment. After a long moment of complete silence, Gisem—apparently realizing that the lesson had become derailed—saved the day by drawing on something she had read in a previous semester to muster a response. Gisem's answer can be interpreted as a sign of respect and support for instructors and her fellow classmates, who were all at risk of embarrassment as the silence ensued. Although her response showed a lack of understanding of the question or of the concept being discussed, Ms. Morgan affirmed her answer and then supplied a more useful answer to her own question. This environment of respect and forbearance, crucial for the students' confidence and willingness to take risks, was a dominant characteristic of the learning community. It was jointly cultivated by the students and instructors, who, because of the learning community's structure, had the time and camaraderie to develop it.

<p style="text-align:center">Complicated Problems</p>

Research and writing presented a range of problems for the students, from simple problems to very complicated ones, such as the three obstacles discussed in this section: 1) coping with complex nature of the research process; 2) identifying and using quotations embedded in sources of information (in-direct quoting); and 3) incorporating information into essays and presentations.

These three obstacles are daunting for all community college students, and they involve concepts that are difficult to teach. Librarians must address these issues with nuance, or they leave students with misconceptions. For example, it is difficult to convey to students that researchers must, on the one hand, be willing to reformulate their research questions based on what they discover during the research process, and, on the other hand, be unwilling to drift endlessly without committing to a line of inquiry. When working with ESL students, librarians must constantly avoid confusing students while conveying complicated ideas. I frequently observed an apparent tension between the need for clarity and the need for nuance in all four of these obstacles. The strategies crafted in response to them were, in most cases, enabled in large part by the structure of the learning community.

The complex nature of research. It was difficult for students to choose a research topic, narrow or otherwise refine it, and then commit to it. Ms. Morgan and Ms. Shah supported the students during this difficult process in a number of ways.

Shuttling Technique. The shuttling technique, was, once again, put to use to cope with this obstacle. After demonstrating to the students how to search online encyclopedias, Ms. Morgan shifted to a workshop period of the class session and began circulating among the students. While circulating, she conferred with Armelita, who explained that she was still unsure of her research topic, that she was browsing encyclopedia articles, and that she hoped to discover a research topic through the process of browsing.

After Ms. Morgan affirmed to Armelita that this was a productive strategy, she then explained Armelita's strategy to the class. In doing so, she simultaneously acknowledged the obstacle—it is difficult to develop a research topic—and provided the class with a student-crafted solution—doing preliminary research on a topic sometimes helps to refine a topic.

The learning community structure played a number of roles in enabling this strategy. It provided time for a workshop period, time for Ms. Morgan and Armelita to build up a relationship over the course of the semester, and, perhaps most importantly, a context in which Armelita was required to choose and refine a real research topic for an actual essay. Stand-along information literacy courses often require students to find a given number of sources on a given topic, but the exercise often lacks realism. When a student like Armelita must write a real essay with a real deadline, then the search for a topic takes on real significance. Because of the learning community, the search for a topic gained urgency and the intertwined nature of discovering a topic and discovering sources became evident to Armelita in ways that would not have happened in a stand-along information literacy course.

One-on-One Dialogue. Ms. Morgan and Ms. Shah engaged with students in one-on-one dialogue in many contexts to address simple and complicated problems throughout the semester. One-on-one dialogue was especially evident in dealing with the complexities of the research process. This strategy was not only effective in overcoming the obstacles associated with research, but it also gave students a chance to develop their spoken English for academic purposes. Ms. Morgan and Celia used dialogue to discern the kinds of information sources that would be useful for Celia's research on women in Christianity. Through talking about what Celia wanted to research—including what she did *not* want to research—the two women were able to work together to find appropriate sources of information. In the process of clarifying her topic, Celia was required to articulate her interest in highly sophisticated manner.

Celia's access to this kind of dialogue is an example of the kind of learning conditions that scholars (Bunch et al., 2010; Haras, 2010) call for—situations in which students are able to develop sophisticated practices necessary for academic success. Because Celia and the other students had time to develop a relationship with Ms. Morgan, and because they were working with Ms. Morgan to accomplish meaningful activities—research related to their essays for Ms. Shah—they gained access to the conditions under which they could try out new language in a safe environment. These conversations benefitted the students directly by developing their language and by aiding them in completing assignments, but they also aided students indirectly because they served as trial runs for encounters they might have with the college nurse, tutors in the writing center, a counselor, or other student services.

Being an ESL student on a community college campus is, for many, a tenuous existence, with many issues conspiring to cause some students to question whether they belong on the campus at all. Due to a variety of factors that often include alienation, being the first in their families to attend college, economic pressures, and spotty preparation in K-12 education, some ESL students require affirmation that they belong in college. Integration into the life of the college, a feeling of belonging in the college, and a sense that they are becoming part of the college—all of these essential processes are furthered by substantive one-on-one conversations. When students became engrossed in a deeply meaningful dialogue with Ms. Morgan while searching for sources of information, their bonds with the college were strengthened.

Indirect Quotations. A serious problem that students encountered while evaluating and using information was the indirect quotation—a source of information embedded in another source. What appeared at first to be a simple, almost cosmetic problem of how to cite an indirect quotation—students were attributing, for example, sexist ideas to Stephen Jay Gould instead of to the nineteenth century scientists he was quoting—turned out to be a major misunderstanding. Whether missing the fact that King and the Alabama clergy disagreed about the pace of reform or that Edward Said was presenting Samuel Huntington's East vs. West dichotomy in order to tear it apart, students were, in many cases, not able to use indirect quotations correctly because they could not see the conflict between the quotations and the surrounding text.

Guided Re-Reading. To help students overcome this obstacle, the instructors guided the students in re-reading the texts. Close readings of specific passages with guiding questions were effective at helping students to see complexity and conflict where they had previously seen simple harmony. This was a kind of immediate, targeted solution in response to students' mistaken interpretations.

Emphasis on Conflict. Another more holistic and long-term strategy was to emphasize the conflictual nature of academic discourse throughout the semester—to point out that ideas are contested and rarely completely settled. This was how, for example, Ms. Morgan and Ms. Shah presented the concept of gender—that it changed over time and that ideas about gender varied from discipline to discipline. This was also how Ms. Shah introduced Edward Said's article to the students, pointing out that, like King's response to Birmingham's clergy, Said's argument was in response to Huntington's.

Both of these strategies were furthered by the learning community's structure, although the latter more so than the former. Opportunities for guided re-reading were increased slightly because students sometimes would work on comprehending a piece of text with more than one instructor. Ms. Morgan could help students revise their understanding of passages from the class textbook, and Ms. Shah could do the same with texts the students had found during the research process in Ms. Morgan's course.

The second strategy—emphasizing the conflictual nature of academic discourse—was more powerfully enhanced by the learning community's structure than the first strategy. Students often gained insights about the centrality of disputation in academic discourse during the using phase of the research process. For example, while Jose was trying to insert a quotation into his essay about the Bush Administration's decision to go to war in Iraq, he realized that his topic involved a complex of issues, each with conflicting perspectives. Lucia came to a similar realization when trying to incorporate outside information into her essay critiquing traditional notions of femininity in Mexico. Jaime's encounter with conflicting academic interpretations of the Salvadoran Civil War powerfully informed his understanding of why members of his extended family disagreed vociferously about the war. As with Jose, Lucia, and Jaime, many students realized the importance of conflict in academic discourse by engaging in the kind of contextualized research that was enabled by the learning community structure.

Without the LIBR 10 portion of the learning community, the students probably still would have done research for their ESL 300 essays, since Ms. Shah used to ask student to incorporate outside

sources in ESL 300 before the learning community was created. However, their involvement in the research process would have been less intensive and less supported without LIBR 10.

Without the ESL 300 component of the learning community, students in a stand-alone version of LIBR 10 would not have the experience of incorporating text into essays, since stand-alone library courses usually do not involve actual essay writing. It was the *combination* of the courses that allowed students to conceptualize research as more than simply fetching water from some sort of placid Pierian Spring of knowledge. The learning community structure enabled students to see that research requires wading into the roiling currents of academic discourse and troubling that water further with their own interpretations.

Incorporating Outside Sources. As has been shown in Chapter 6, 7 and 8, wading in this water was not easy. Incorporating outside sources presented many obstacles for the students, but the learning community afforded strategies for overcoming them.

Meaning-Making through Dialogue. Primarily, the learning community created an environment in which participants felt comfortable engaging in meaning-making conversations, a quality that Engstrom and Tinto (2007) identified as one of the most important benefits of learning communities for ESL students. Although student-instructor and student-student conversations are quite common in traditional educational settings, the learning community enabled the less well-researched dialogue between students and librarian.

In traditional learning environments, a group of students usually spends an hour with a librarian during a library orientation. In such a short amount of time, there is no time for the librarian to learn crucial information that can help in the research process—from basics, such as a student's names or her specific research topic, to more complicated items that require time and trust to learn, such as a student's proficiency with English or his documentation status. Ms. Morgan quickly learned all sorts of useful information about her students that made her a more effective librarian—pointing a student towards a certain resource based on that student's reading ability or talking frankly about how a student might conduct research about the issues facing undocumented college students. She was able to gain this information and build trust with the students because the learning community ran for the whole 17 weeks of the semester.

With time, the students learned that they could discuss all sorts of issues with Ms. Morgan, that they could fumble in front of her, that she was supportive. What has not been discussed in this study, but deserves mention here, is that Ms. Morgan, having established this reputation over time, could draw upon it when *she* encountered difficulties in the research process.

Librarians do not always succeed at interacting with information. Like the students themselves, librarians encounter many obstacles when assisting students in accessing, evaluating and using information. They fumble. Sometimes they strike out completely. Obviously, it is not pleasant for librarians to experience problems with unknown students at the reference desk, where they are considered the experts. When this happens with unknown students, librarians can experience anxiety and embarrassment—emotions that tend to exacerbate the problem.

In contrast, the students in this study knew that Ms. Morgan was an intelligent and highly competent researcher, and Ms. Morgan knew that they knew this. If she experienced setbacks,

made mistakes, or struck out, she was positioned to turn these experiences into opportunities to teach about the difficulties of research. Research is replete with these moments of disappointment and dead-ends, so observing a librarian who calmly overcame obstacles was instructional.

In a sense, Ms. Morgan gained access to a space in which to assist the students in a meaningful way, and the students gained access to a librarian whom they knew and trusted. It is useful to contrast this with students' and librarians' more typical experience.

Contrast: Learning Community vs. Traditional Library Instruction. After students attend a traditional library orientation with their class, some of them return to the library's reference desk for more assistance outside of classroom hours. Further research is necessary to determine which kinds of students return to the library for follow-up help after traditional library orientations, but experience indicates that very few students return. These few who do return often seem to possess cultural and social resources—language, knowledge of library services, confidence, encouragement from peers, and other resources—which enable them to approach the reference desk. It is possible that these resources might be some of the very same resources that position them as the students most likely to succeed with the assignment in the first place. In other words, further research might test the idea that the traditional arrangement of a library orientation with follow up at the reference desk for a limited number of already relatively successful students might actually perpetuate educational inequity.[31]

Even for these few students who return to the reference desk after a library orientation, it is sometimes necessary to make difficult sacrifices to find time to do so, such as missing time from work or other courses. Also, the librarian assisting at the reference desk is not always the same librarian who led the library orientation, and so she frequently does not know the student' research assignment, the expectations of the instructor or the resources that were introduced to the students during the orientation. It is worth repeating, the librarian usually does not know very much at all about student at the reference desk; the student certainly does not have more than the beginnings of a relationship with the librarian.

In contrast, the learning community's structure allows for students and their librarian-instructor to get to know each other. Students can get extra help during workshop periods of class sessions instead of having to seek help outside of class time. The librarian can make mistakes without a fear of being perceived as incompetent. The librarian can, therefore, become a useful support mechanism to the students throughout their college experience.

Learning Community's Structure & Instructor Collaboration. The relationship between Ms. Morgan and Ms. Shah also benefitted from the structure of the learning community. Based on experiences between Ms. Shah and the librarians previous to the creation of the learning community, and experiences between Ms. Morgan and other instructors, the opportunities for collaboration between instructor and librarians are limited. Although there was no paid time for the instructors to collaborate, the instructors did collaborate as frequently as they could. Because Ms. Shah often held office hours in the library before class, she and Ms. Morgan were able to

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[31] While outside the scope of this study, this line of inquiry, inspired by Karp, O'Gara, and Hughes' (2008) speculations about non-library community college student services, is worth pursuing.

meet even more frequently than two instructors in a learning community composed of two regular instructors. In other words, the space of the library contributed to the success of their collaboration.

The instructors were able to discuss each other's curriculum, do short-term and long-term planning, compare group and individual student progress, and talk about issues not related to the learning community, such as committee work. They occasionally and informally team taught. All of this collaboration was an enriched form of professional development (Grubb et al., 1999)—ongoing, contextualized, and enjoyable.

Although the instructors worked extremely well together, employed complementary teaching styles and communicated frequently, the timing of the two courses' assignment could have been improved. For example, sometimes students received feedback from Ms. Morgan on bibliographies that they could have used to improve their essays for Ms. Shah, but the feedback came a couple of days after the essays had been turned in to Ms. Shah.

Part of this reason for this lack of coordination was that both instructors took very flexible approaches to teaching, allowing lessons to unfold organically and refusing to rush when students were making breakthroughs. Part of the reason was the nature of collaborative teaching. Collaborating requires extra time to prepare.

Extra time to collaborate was difficult to find. The library and the college were both chronically understaffed, and both instructors had numerous personal and professional obligations beyond the campus, so neither of them had much extra time. Instructors involved in learning community at Ladera were not allotted extra time to prepare. This was unfortunate, since the result was that even when two highly motivated instructors with an excellent working relationship collaborated as well as they could, they were still unable to coordinate their assignments as well as they wanted.

Like their students, who were generally short on money and time, Ms. Morgan and Ms. Shah were part of an institution that had very little money and that allotted them very little time in which to prepare. Also like their students, the instructors' main ingredients for success were their determination and their relationship to each other—they wanted to succeed and they wanted their colleague to succeed.

Both the students and the instructors crafted strategies for overcoming the obstacles they faced, usually improvising on the fly and making do. When, for example, the instructors realized one morning, just minutes before class, that Ms. Morgan's lesson on specialized encyclopedias and Ms. Shah's lesson introducing the term "gender" were out of synch with the students' progress on their essay, Ms. Morgan spontaneously solved the problem by volunteering to teach her lesson immediately, even though she was not scheduled to teach until two and a half hours later. The result was a highly dynamic team-taught lesson that got the two instructors and students back in synch. This strategy was not only enabled by her determination to help the students succeed and her desire to help Ms. Shah fulfill her pedagogical goals, but it was also made possible by the flexibility that Ms. Morgan had as a librarian—her schedule was much more flexible than a regular instructor's and her classroom was just a few steps from her office.

Further Research. Although beyond the scope of this study, there is limited preliminary evidence of other benefits of this learning community related to the relationship between students and the library. Now that several cohorts of students have completed the learning community, there is evidence that some of them use the library a great deal. Some students ask Ms. Morgan and other librarians for assistance with research related to college-level courses. Ms. Morgan encourages former students of the learning community to apply for work in the library, thereby strengthening their bonds to the library. It is possible that positive experiences with Ms. Morgan might have an influence on students' use of libraries after transferring to other schools. It is also possible that the students may be more likely to use public libraries with their children. Follow up longitudinal research on these topics could be useful in understanding the long-term relationship between participation in learning community and students' use of the library.

Academic librarianship has struggled to relate students' use of library resources to academic success (Oakleaf, 2010). Further research might examine subsequent academic success of these students and others who have completed the ESL 300/LIBR 10 learning community. For example, it would be useful to know how these students fared in the next level of English, which was ENGL 10, or "college English." It would also be helpful to examine these students' success as novice researchers outside of the humanities. Although students learned a great deal in this learning community about quoting outside sources of information in their essays, there was much less emphasis on paraphrasing and summarizing, which are the common forms of incorporation in the sciences. More understanding of these students' experience when doing library research in, for example, a biology or a radiologic technology course could help librarians craft instruction to prepare students for research in these areas.

Further research is also necessary to find more powerful ways of linking the often rich lives and experiences of the students into academic literacy. This kind of research might look at the students' non-academic information literacy in the marketplace, the workforce, during the immigration process, and in other arenas of daily life. Such research could inform librarians about the practices, skills, dispositions of ESL community college students, enabling librarians to capitalize on the resources that these students bring to research.

Equity, a New Structure and "a New Sense"

This study grew out of frustration—frustration with high drop-out rates at Ladera and community colleges nationwide, especially among language-minority students, and frustration with my inability to staunch this hemorrhage in the library. Semester after semester at Ladera Library's reference desk, librarians witness a pattern of educational inequity viewed through bibliographic lenses: a procession of perplexed students who are attempting to complete their first college research assignments without sufficient support. With little time and often no connection to the students, their assignments, or their instructors, Ladera librarians try to help students on the fly.

Although the reference desk plays a number of critically important roles in libraries, it is not the place to begin learning about research. Educational equity does not appear to be furthered when students are initiated into the world of academic research under these conditions. Indeed, it is difficult to imagine a worse way to introduce students to research, especially language-minority students.

This study explored a different way to introduce ESL students to research—a new pedagogical structure that was more likely to contribute to educational equity by increasing academic success for ESL students. If educational equity is a concern for all community college students, it is an even more pressing issue among most ESL students. This is the first study to examine a learning community linking library instruction and ESL composition. Indeed, the learning community appears to be the only one of its kind. This is somewhat surprising.

After all, librarianship's involvement with language-minority patrons, with equity, and with college instruction is well established. Public libraries' long history of service (and dis-service) to immigrants reaches back at least to 1876, the year of the founding of the American Library Association (Jones, 1999). In addition, there is a sizable body of librarianship research on equity, which, since at least 1949, has examined such topics as the "information rich and the information poor," "the knowledge gap," and "the digital divide" (Doctor, 1992; Lievrouw & Farb, 2003). As stated at the beginning of this chapter, the substantial body of literature on library instruction began with Justin Winsor at Harvard in 1880.

Librarianship, however, is just beginning to examine the intersection of ESL students, academic libraries, and equity. This study contributes to this examination by identifying the strategies that students and their instructors constructed when learning was re-structured to allow time for relationships to form. From the very beginning, library instruction has emphasized a friendly relationship between librarian and student and a supportive association between librarians and instructor. Winsor (1880) describes an introduction to research not so different from Ms. Morgan's and Ms. Shah's approach:

> With the student also the librarian cannot be too close a friend. He should be his counselor in research, supplementing but not gainsaying the professor's advice. It would be a good plan to take the students by sections, and make them acquainted with the bibliographical apparatus, those books that the librarian finds his necessary companions, telling the peculiar value of each, how this assists in such cases, that in others; how this may lead to that, until with practice the student finds that for his work he has almost a new sense. (p. 8)

By means of the learning community's structure, Ms. Morgan and Ms. Shah helped the students to gain "a new sense"—a sense of how to find, evaluate and use information for academic purposes. They accomplished this in large part through building relationships and through language that was made possible by those relationships.

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Appendix 1. Code Groups and Codes.

Code Groups = 21

Codes ≈ 224

1. Assignments
        annotated bibliographies
        matching LIBR & ESL
        passing in out
2. Confusion
        assignment turning in
        assignment what is assignment?
        instructors understanding speech
        instructors understanding writing
        concepts
        instructor's meaning
        understanding navigation
        talking about text
        understanding bibliographic info about text
3. Current Events & Issues
        immigration
        miscellaneous
        racism
        religion
        rights
        sexism
        undocumented
4. Essay Assignments
        1 Education
        2 Writing
        2.5 Gardner
        3 Gender
        4 Hist Political
5. Essays
        feedback
        give more details
        models for essays
        organization
        thesis
        topic
        topic passion
        writing essays
6. Instructor
        Amina
        collaboration
        example or hypothetical
        impact on writing
        individual help
        Melissa
        Melissa gives praise/support
        Melissa structured teaching
        question for the
        reviewing
        crossover teaching
7. MLA
        in text citation
        italics
        quiz
        quotations
        signal phrase
        works cited
8. Outside Source
        50 portable essays
        Didion
        Gardner
        Gould
        MLK
        Orwell
        Rose
        Said

9. Outside Source Type
        almanac
        article
        article journal
        article magazine
        article newspaper
        book
        book Google book
        campaign
        database
        database GVRL
        database SRCG
        different sources
        encyclopedia
        Google
        non-acad college life
        non-acad work
        peer review process
        periodicals
        quote: indirect source
        special: audio
        special: image
        special: person
        special: television
        special: video
        website
        Wikipedia
10. Outside Source Types
        aboutness
        audience
        authorship of sources
        credibility/authority
        currency
        disagreement/different perspectives
        interpreting
        publisher
11. Outside Source: Finding
        accessing a database
        advanced techniques
        navigating
        search terms
        via Internet
        with quotation marks
12. Outside Source: Using
        commenting on source
        connecting
        copyright
        paraphrasing
        plagiarism
        quoting
        summarizing
13. Capital
        aspirational
        familial
        linguistic
        navigational
        resistant
        social
14. Student
        absences & tardies
        background knowledge
        bad behavior
        cheating
        classically conscientious
        collaborating spontaneously

curiosity
dictionary use
family
friendship
homework
homework: no one did it
impact on instructorrs
money
non sequitur
notetaking
presenting to Class
questions
silence
speaking/not speaking English well
15. Student Success
 differential
 supported welcomed
 time
 transfer
 translation
 using services
 work
16. Students off task
 but working on another assignment
 Facebook
 whispering
 with computers
 with e-mail
 with news
 with texting
17. Student Groups:
 3 Salvadorans friends
 Evening students
18. Students
 Aral
 Arlita
 Berk
 Celia
 Don
 Fernanda
 Gisem
 Ignacio
 Jaime
 Jose
 Leisl
 Lucia
 Lucia falling behind
 Maira
 Marcos
 Mariana
 Martina
 Mihret
 Nadimah
 Rigoberto
 Ronato
 Sara
 Shway
 Sion
 Susanna
 Valentina
19. Teaching & Learning
 abstract of an article
 "Born into the Brothels"
 course other than ESL 400/LIBR 100
 course: previous course
 critical Information Literacy
 critical Information Literacy: lack
 grades
 grammar
 group work
 Hacker
 "I" is not allowed

joking
LC classification system
learning community
library
Matthew Effect assertiveness
Matthew Effect Fluency
navigating class website
no man's land
PowerPoint
process writing
pronunciation
provision as educating
reading
reading: skimming
responsibilty
Spanish
spelling
synonyms
TBA
tutors
vocabulary
whole class discussion
worksheet
20. Teaching & Learning: Research
 abundance
 research
 memory, writing, research
 concepts of ability
 non-academic
21. Technology
 Amina's interest in technology
 computers
 e-mail
 Google Docs
 Internet access
 Microsoft Word
 portfolio