I. Introduction

The Merrill-Cazier Library is dedicated to helping students obtain the information they need to excel in research and learning at USU. Another organization on campus that promotes better literacy and learning skills in students is the English Department Writing Center (WC)—where students from all over campus go to seek help writing their papers. The WC homepage states the goal of the WC is to “Cultivate the skills students need to create effective documents.” The library and Information Literacy are crucial to the development of a research paper. Information Literacy is the ability to access, evaluate, and use sources. Whether or not a student will hear about the importance of appropriate sources and research methods when he or she attends an appointment made with a WC tutor is unknown. While many things contribute to a well-written paper research paper, library services cannot be ignored. Robust communication about Information literacy between the Merrill-Cazier Library and the WC has never really been achieved, and must be if there is to be clarity about what students are being told at the WC.

II. Methods

First, IRB approval was obtained to conduct the research and then a survey was drafted. The survey was composed of specific questions exploring the knowledge tutors already had about the library and information literacy. The survey was then sent out and undergraduate research funds were utilized to purchase a gift certificate to the USU Bookstore in an effort encourage participation. Afterwards, the survey answers were gathered through methods of coding and categorizing. This helped link the data to actual ideas and concepts.

III. Results

- 20 tutors participated in the survey
- 35% of the participants were not familiar with the term information literacy.
- The majority of tutors claimed that they often advised students on their sources (See the figure below).
- 19 out of the 20 survey participants expressed interest in a meeting with the library to discuss information literacy and the importance of appropriate research in papers.

IV. Conclusions

In conclusion, the lack of communication between the library and campus writing center has been amended. The survey proved that WC tutors are advising students on their sources often but without a complete understanding of what information literacy is. As a result, a writing center meeting was organized that helped further instruct tutors on how to navigate the library’s databases and how to better help students get appropriate sources for their papers. Also, a library research guide (libguides.usu.edu/wc) was created to help tutors with any general questions they might have about how to help students conduct productive research. Now that collaboration has been a success, further communication will be easier to achieve and hopefully students all over campus will benefit.

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