



“THE COLLISION OF TWO LEXICONS: LIBRARIANS, COMPOSITION INSTRUCTORS AND THE VOCABULARY OF SOURCE EVALUATION”

[WITH DR. TODD ALDRIDGE, *EVIDENCE-BASED LIBRARY AND INFORMATION PRACTICE*, 11(1), 2016]

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SCENARIO

Genre

Purpose

Reputable

Accuracy

Logos

Audience

Evidence

Reliable

Currency

Credible

Ethos

Rigor

Pathos

Citations

Bias

Relevancy

ASSIGNMENT

Rigor: “the thoroughness and accuracy of a source”

Genre: “a category of writing or art that share similarities in form or style”

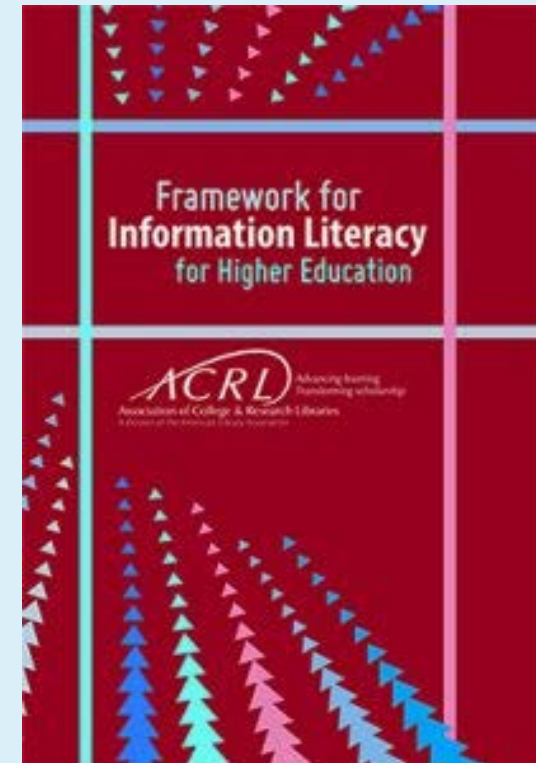
Topic proposal: 1) provide brief summary of authors' claims

2) justify why the articles were of comparable rigor and genre

Paper: Analyze sources' rhetoric and explain which author made the better argument and why

INFORMATION CREATION AS PROCESS

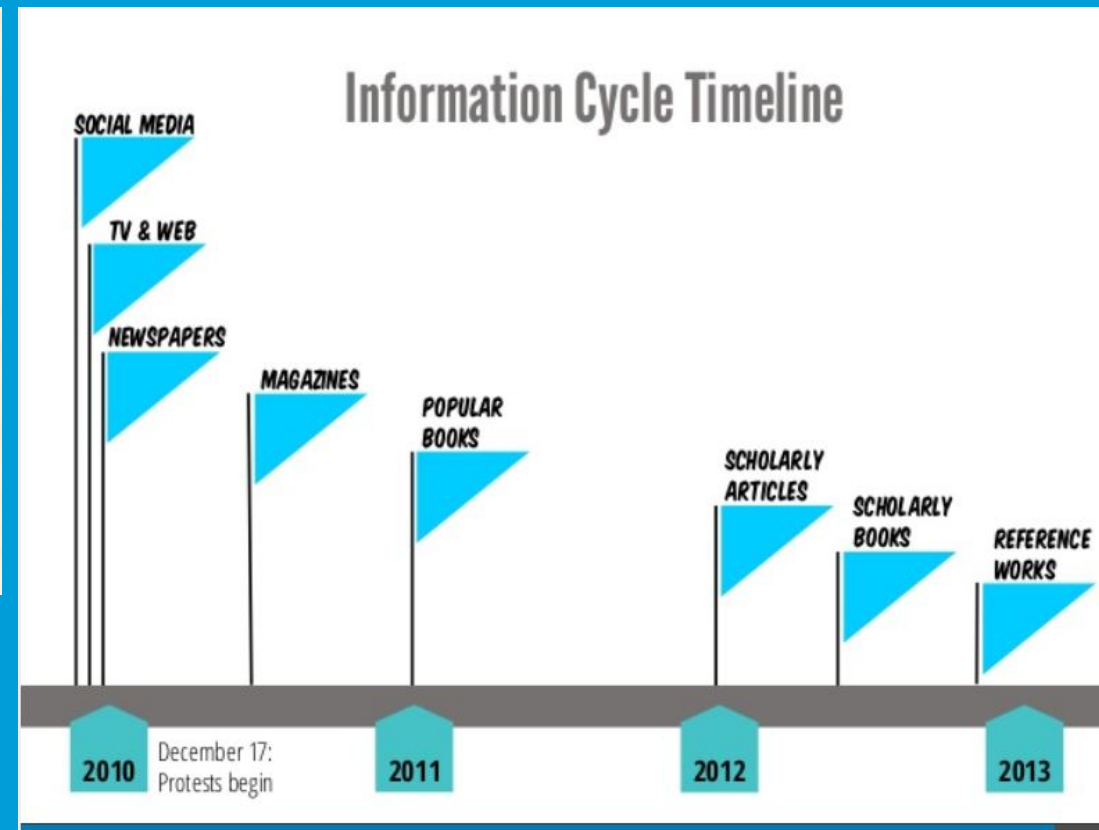
- articulate the capabilities and constraints of information developed through various creation processes;
- assess the fit between an information product's creation process and a particular information need;
- articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;
- recognize that information may be perceived differently based on the format in which it is packaged;
- recognize the implications of information formats that contain static or dynamic information;
- monitor the value that is placed upon different types of information products in varying contexts;
- transfer knowledge of capabilities and constraints to new types of information products;
- develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.



LIBRARY SESSION

“Students will learn that information is disseminated in different **formats** and that the **accuracy** and **thoroughness (rigor)** of information is often related to the length of time it takes to produce the information and the format in which it was reported.”

Carter, T.M. & Aldridge, T. (2015) “Information Life Cycle” In P. Bravender, H. McClure, & G. Shaub (Eds.), *Teaching information literacy threshold concepts: Lesson plans for librarians*, 94-98. Association of College & Research Libraries.



<https://www.slideshare.net/JessicaWilliams62/the-information-cycle-56709864>
<https://creativecommons.org/licenses/by-nc-nd/4.0/>

CREDIBILITY= AUTHORITY OF AUTHOR

“[Author] appeals to *ethos* because he is a psychiatrist at Harvard Medical School.”

“They are also from the same magazine, so the authors have similar *credibility*.”

“The author in article one has many *ethos* that help to [sic] his argument which make him *credible*.”

“Both of the authors appeal to *ethos* almost equally due to their *credibility* and *background*.”

“The only effective part of [author’s] article was his *credibility* as a writer.... throughout his argument he provides many facts on marijuana and the use of it, but the facts are very vague and have very little *credibility* behind them.”



TIPS TO IMPROVE STUDENT LEARNING

1. Get on the same page
2. Challenge students' use of words
3. Create a true collaborative relationship