the section's overall practice, this document is intended to be open, usable, and living. We welcome a diversity of voices and reflections about this document and encourage feedback via this linked form: Feedback for the Research Competencies in Writing and Literature Companion Document to the ACRL Framework for Information Literacy for Higher Education.

Timeline of the Revision

The original Research Competency Guidelines for Literatures in English were implemented in October 2004 and revised in January 2007. In 2016, the ACRL Literatures in English Section formed a working group to revise the Guidelines to align with the Framework for Information Literacy for Higher Education. Members of the working group reviewed literature related to information literacy in English and related disciplines -- such as journalism, creative writing, digital humanities, and writing and rhetoric -- and gathered disciplinary guidelines and standards to prepare for writing a draft. In 2018, the working group wrote a draft of the new document and sought reviewers in libraries and disciplinary departments to read and comment on the document. In 2019, the working group sought feedback on the document from the LES membership, taking their ideas and suggestions into consideration and making subsequent revisions in 2021.

Contributing Members of the Working Group to Update the Research Competencies in Writing and Literature Framework

Kristina M. De Voe, Chair
Hillary A. H. Richardson, Past-Chair/Co-Chair
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Literary Scholarship

As with many disciplines, literary research involves a conversation between one person (e.g. an author, scholar, student, etc.) and a host of other people (e.g. publications, scholars, peers, etc.) across time and space about a “text” or ideas relating to that text. Traditionally, “text” has been defined as a work or body of written literature, but it has come to mean anything that can be analyzed and interpreted in a similar fashion (e.g. visual and/or digital media, historical documents, formal or informal publications, etc.). By engaging in conversation with others about the text’s meaning, literary research seeks to create new meanings from these texts. In subsequent references to “text” or “texts” in this document, we are referring to both the object of analyzation (e.g. novel, poem, image, media, etc.) and the product of that analysis (e.g. literary scholarship, analysis arguments, close readings, digital edition, etc.).

In order for these conversations to take place, scholars need to have an understanding of the breadth and depth of research necessary before, during, and after this conversation. Part of this research is thinking through the approach to the text that a scholar will be taking because different approaches to theory and interpretation will require different tools and methods, and/or modes of reading and writing. Additionally, literary scholarship often takes place in a hybrid ecosystem, in which students and scholars are expected to work within print and digital media. They are also expected to gather sources from a variety of authors, dates, and publications, and they are increasingly expected to interact with scholarship and research methods from other disciplines. And with the emergence of new areas, such as digital humanities, many literary scholars are required to manage large amounts of data.

Those embarking on this research -- whether as a novice in an introduction to composition class, an intermediate in a creative writing course, or an expert in an upper-level seminar -- have the potential to create new knowledge not only through their own original ideas, but also by engaging with tools and resources available in a growing number of hosts, platforms, formats, and even disciplines. There are an increasingly

number of ways to access pieces of these conversations; thus, it is important for librarians and instructors to assist undergraduate and graduate students, and for librarians to help other faculty and scholars at large, in understanding, locating, and engaging with the various ways in which the discipline of English Studies continues to ordain and encourage this research.

Assessment

Assessment can help librarians and instructors understand the extent to which students are able to develop these knowledge practices and dispositions. Assessment strategies and designs will vary according to factors such as the type of instruction offered (e.g. full-credit course, one-shot session, embedded, online module, etc.), student academic status (first year, undergraduate, graduate, etc.), as well as other variables. Examples of assessments contributed by teaching librarians can be found within the ACRL Sandbox and Project CORA.

Works Consulted

Foasberg, Nancy M. "Teaching Citation Rhetorically: Reading, Not Just Writing." College Composition and Communication Conference, 2017. CUNY Academic Works. academicworks.cuny.edu/qc_pubs/158/.

"Framework for Information Literacy for Higher Education," American Library Association, 2015. www.ala.org/acrl/standards/ilframework.

“Framework for Success in Postsecondary Writing,” Council of Writing Program Administrators et al., 2011.wpacouncil.org/aws/CWPA/asset_manager/get_file/350201?ver=7548.

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Research Competencies in Writing and Literature Framework

Authority Is Constructed and Contextual

While traditional forms of scholarship (e.g. scholarly monographs, peer-reviewed journal articles, etc.) are still widely considered to be authoritative among literary learners and instructors, emerging and less traditional information resources (e.g. online publications and digital projects, scholarly blogs, social media, etc.) have an impact on the creation of new knowledge. Constructing authority in literary scholarship has traditionally relied on recognizing the resource's reputation somehow -- be it the publisher, author, editor, or institution, or authority as a creative practitioner -- and it continues to do so. However, authority of literary resources also relies on the context of the scholar's research question, and the question can enhance the authoritativeness of those emerging and less traditional information resources. Novice learners will easily recognize authority by relying on resources approved by their instructors, and expert learners will begin to rely on other avenues as they discoverrj-0.002 Tc 0.002 Tw 05.194.9 (es)P 0 Td[t42.7 (on040.00935 8 (tan6c (y)-2 080 Tc 0(tcen6c (y)-6 80(t:

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- Understand that intellectual property is a legal and social construct

Searching as Strategic Exploration

Research in writing and literature begins as most research does: with a question. Encompassing inquiry, discovery, and serendipity, research in writing and literature includes identifying both possible relevant sources and the means to access those sources. Expert learners realize that information searching is a culturally and historically contextualized experience with several steps, influenced by the cognitive, affective, and social dimensions of the researcher. Novice learners tend to use simple or fewer search strategies, relying on things like the title of the work an0.002 Tw 0.272 0 Td2(hi)2.0.6 (r(ear)-5.9 (c)-2 (h)]TJ0 Tc 0 Tw 30 Td2(h6 (ons))4.9 (c)-2 (he

- Understand the scope, hierarchies, and entry points of databases and other information repositories in order to access relevant information;
- Recognize how structures of information and classification may contain inherent prejudices (e.g. how historical subject terms include language that is no longer accepted);
- Understand how scholars create, present, publish, and disseminate work in the humanities, and utilize this understanding to create effective search strategies;
- Recognize the value of browsing and other serendipitous methods of information gathering; and
- Persist in the face of search challenges, and know when they have enough information to complete the information task.

For Further Reading

ACRL Framework for Information Literacy Sandbox. sandbox.acrl.org/.

Booher, Dustin and Kevin B. Gunn. Literary Research and the Anglo-Saxon and Medieval Eras: Strategies and Sources. Rowman & Littlefield Publishers, 2020.

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