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Flashlight: Using Bizup's BEAM to Illuminate the Rhetoric of Research

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STRUCTURED ABSTRACT

Purpose:

This paper demonstrates how a librarian at a liberal arts college partnered with a professor of rhetoric and media studies to teach methods students to classify sources using Bizup's BEAM.

Design/ Methodology Approach:

Students in rhetorical criticism, read the Bizup article on BEAM. The library instruction included a discussion of the article and an application exercise where students classified cited references in a peer reviewed journal article using BEAM.

Findings:

BEAM was a valuable addition to the rhetorical criticism course. The application exercise used in the library instruction session introduced BEAM as a tool to use in reading and evaluating sources. Students were able to apply what they learned as they selected, deciphered and interpreted sources of information for use in their academic writing.

Practical implications:

Librarians teaching in a variety of academic disciplines may use or adapt BEAM as a tool for helping students learn to critically evaluate information sources as they read texts and as they engage in research-based writing assignments.

Originality/Value:

This work showcases how librarians using BEAM can extend library teaching beyond traditional bibliographic instruction and into the realm of critical inquiry. It also demonstrates how librarians can use BEAM to initiate conversations with academic faculty about information literacy. And it contributes to an emerging area of scholarship involving the use of BEAM to teach source evaluation.

Keywords:

BEAM, collaborative instruction, information literacy, liberal arts colleges, Library Instruction West, partnerships, pedagogy, source evaluation

Article Classification:

Case study

INTRODUCTION

Academic sources are commonly described by type (journals vs. magazines, etc.) or classified according to provenance (primary sources vs. secondary sources). These definitions are familiar to librarians, students, and faculty alike, and paramount to the way information literacy is traditionally taught. But they are problematic because they do not emphasize the function of sources as they are used in writing. Students routinely receive assignments for research papers including minimum requirements for cited sources, e.g. five peer-reviewed journal articles, three academic books, no more than one website, etc. These requirements, along with instruction they receive from their professors and librarians about what these sources look like, facilitate an understanding of the research process as a shopping expedition. Students know what they need, and they search library discovery tools, databases, and the free web to find those items. Once they have collected the required containers of information, they sit down to write.

Academic instruction librarians and writing faculty are challenged to improve the ways we teach students to find, evaluate and synthesize sources into their writing. Undergraduate students are, by-and-large, new to both academic reading and writing processes. And when undergraduates embark on research paper assignments, they select topics of interest, but they often lack sufficient scholarly knowledge or context to be able to proceed. In order to write academically, students need to know how to read and interpret academic texts. Librarians and writing faculty seek out new means for helping students understand these complexities. The schema called Bizup's BEAM is one innovation that has been used with success by librarians and professors of writing alike. The BEAM vocabulary can be used to help students read academic texts. It can also be used to help students as they select research sources

to use in their own writing. BEAM provides students with a helpful set of lenses for seeing how writers use and incorporate sources into writing.

In the BEAM framework, B stands for Background, sources whose claims a writer accepts as fact and expects “readers to do the same.” E stands for Exhibit, which are sources offered for explication, analysis or interpretation. “Anything that can be represented in discourse can potentially serve as an exhibit.” A stands for Argument, those sources whose claims the writer affirms, disputes, refines or extends. “Argument sources are those with which writers enter into ‘conversation.’” Finally, M stands for Method, sources from which a writer derives a governing concept or way of working. These are sources that “offer a set of key terms, lay out a procedure, or furnish a general model or perspective” (Bizup, 2008).

This paper outlines how Bizup’s BEAM has been used and adapted by librarians and writing teachers thus far. It also details a particular case where a librarian at a liberal arts college partnered with a professor of rhetoric to incorporate Bizup’s BEAM into a rhetorical criticism course. The librarian led an in-class reading exercise to teach students to classify sources using BEAM. After the library session, as students selected sources for their research projects, they continued using BEAM to articulate how they would incorporate sources into their own writing.

LITERATURE REVIEW

The author reviewed the literature to document the origins of Bizup’s BEAM, and to demonstrate its use and adaptations in library and writing instruction settings. The author also examined the new framework for defining and assessing information literacy being developed by the Association for College and Research Libraries (a division of the American Library Association). This framework (in-progress) articulates increased subtleties in the teaching and learning of information literacy, and has relevance to librarians working with BEAM.

In 2008, Joseph Bizup, Associate Professor and Assistant Dean and Director, College of Arts & Sciences Writing Program at Boston University, published an article in *Rhetoric Review*, introducing an alternative nomenclature for treating sources, called BEAM. BEAM presents a lexicon that moves away from the description of sources by type or provenance. Instead, sources are described by how they will be incorporated into scholarly writing, either as Background, Exhibit, Argument or Method sources. Using BEAM, the student moves away from questions concerned with what sources are and instead considers “what they as writers might *do* with them.” In this way, BEAM helps students to “adopt a rhetorical perspective towards research-based writing” (Bizup, 2008).

Since the publication of Bizup’s BEAM in 2008, academic librarians and writing faculty have used and adapted BEAM as a new framework for teaching information literacy in the area of source evaluation. The work described in this article is, by no means, the first use of this tool to be described in the literature. That distinction probably belongs to Jennifer Nuttefall (formerly) at Oregon State University and Phyllis Ryder at George Washington University who published the results of an exploratory study using BEAM in a first-year writing course at GWU (Nuttefall & Ryder, 2010). Also in 2010, Stephen Francoeur, a librarian at Baruch College wrote about discovering BEAM and how it “completely revolutionized the way that [he] think[s] about sources” (Francoeur, 2010). Phillip Troutman of the GWU University Writing Program, is known for adapting BEAM, coining the new acronym I-BEAM, in which I stands for instancing (or interest or import), being the use of sources to establish “context in which [a] reader can see the importance of [the] project” (Troutman, 2009).

Another variation of BEAM came from John Bean, Professor of English at Seattle University. In his book, *Engaging Ideas he altered the acronym to BEAT*, in which the T stands for Theory sources (Bean, 2011). Matt Bejune at Worcester State University used the BEAT variation as the basis for a faculty workshop he developed on building Wikipedia-proof assignments (Bejune, 2014).

Kate Ganski at the University of Wisconsin Milwaukee has also done significant work in this area with first-year composition students (Ganski, 2013). She also helped to develop a creative commons licensed graphic (see Figure 1) that illustrates the BEAM lexicon (Ganski and Woodard, 2013). Blake Doherty revised this graphic for use at Brookdale Community College. See Figure 2 (Doherty, 2014). In addition, Meredith Farkas created a YouTube video tutorial on BEAM, used at Portland State University and elsewhere (Farkas, 2013).

Given the limited amount of information on the use of BEAM in the library literature, the author queried the electronic list ili-l and compiled a list of additional libraries using BEAM in a variety of institutions and curricular contexts

(Rubick, 2014). From this work, the author learned that Meghann Walk at Bard High School Early College – Manhattan uses BEAM with Year 2s, the curricular equivalent of college sophomores, although they're the age of high school seniors (Walk, 2014). The author also learned that at High Point University, Kathy Shields redesigned a LibGuide for students in a first-year composition course, with an emphasis on evaluating sources and integrating them into writing using BEAM as well as a newly created evaluation acronym called PARTS [Purpose, Author, Relevance, Time and Source-type] (Shields, 2014).

Many of the institutions using BEAM have done so within general composition courses, but there is potential to incorporate or adapt BEAM for use in disciplinary courses. One example is at Webster University, where Emily Scharf uses I-BEAM with art history students (Scharf, 2014). Maralyn Jones, a contributor to *Interdisciplinarity and Academic Libraries*, points out that one of the things that makes BEAM most useful is its discipline neutral terms, which “encourage students to use sources in whatever way is required by the particular disciplinary methodology or combination of methodologies they may be using at the time” (Jones, 2012). In contrast, the traditional terms become problematic when differences exist for the definition and the use of source types between disciplines (e.g. primary sources in history versus biology). John Bean, along with the Director of the Writing Center, Larry Nichols, and Reference Librarian, Lynn Deeken, incorporated BEAM into an initiative called “Writing in the Majors” at Seattle University. This work, described in the book *Writing in the Disciplines*, had disciplinary faculty participate in three one-hour workshops related to writing in the disciplines. One of the workshops focused on the function of research sources in disciplinary writing, and highlighted the Bizup schema as a way of helping students identify how writers in specific disciplines use sources. New majors need to understand the types of sources commonly used for background in particular disciplines. They also “need to learn what constitutes their discipline’s typical exhibit sources,” including how to analyze and use them. They need to learn how to use argument sources to “position themselves in a disciplinary conversation.” And finally they “need to learn to look through the lens of method/theory sources.” As a result of participation in this workshop faculty, in a variety of academic departments, were able to rework writing assignments to engage students in the use of sources in disciplinary context (Bean, 2011).

The prevalence of BEAM (and its variations) in both academic writing and library instruction is developing simultaneously with conversations regarding the Association for College and Research Libraries (ACRL) Standards for Information Literacy in Higher Education (Association of College and Research Libraries, 2000). Librarians teaching information literacy have long stressed the importance of critically evaluating information sources in order to determine their authority. But authority is highly subjective, and traditional methods of evaluation may not adequately convey the nuance in determining the degree to which a source is authoritative. Furthermore, traditional methods over-emphasize authority as a fixed characteristic of particular kinds of sources. The recent work of the ACRL to revise the fourteen-year-old Information Literacy Standards for Higher Education reflects an awareness of this problem. The current revision (in its third draft) is called the “Framework for Information Literacy for Higher Education”, and is made up of six frames, called threshold concepts. One of the threshold concepts is focused on the authority of sources. Titled “Authority is Constructed and Contextual,” it describes credibility as “based on the information need and the context in which the information will be used.” This description recognizes that the use of the information source plays a critical role in determining its authority, a recognition that mirrors the emphasis of BEAM. Other threshold concepts underline the evaluative nature of the research process. A threshold concept called “Research as Inquiry,” states that research “depends upon asking increasingly complex or new questions,” and includes practices such as “synthesi[zing] ideas gathered from multiple sources.” Similarly, the threshold concept, “Searching is Strategic,” emphasizes “the evaluation of a broad range of information sources,” and suggests that students practice “mak[ing] connections between different sources and ideas” (Association of College and Research Libraries, 2014). Library instructors, seeking to model practices outlined in the Framework for Information Literacy in Higher Education, may use BEAM to help students evaluate sources in order to synthesize them into their own writing.

PROJECT DESCRIPTION

Lewis & Clark College, where this case took place, is a private, liberal arts institution with 29 majors in the College of Arts & Sciences (CAS). Librarian liaisons partner with CAS faculty to offer course and assignment-relevant library instruction, with a focus on departments with majors requiring library research-based writing, particularly theses. Most library instruction consists of one or two-shot sessions. Librarians do not teach credit-bearing courses. The department of Rhetoric and Media Studies (RHMS) underwent a change that impacted the library instruction program for the major. When the department changed names (from Communication) in 2011, it switched from a thesis requirement to a themed capstone requirement. Up until 2011, the author (who is also the librarian liaison to this

department) provided library instruction to students in the thesis course. After 2011, library instruction in RHMS languished as it was not a good fit in the capstone courses.

In 2013, a new instruction opportunity arose when an assistant professor in RHMS requested library instruction for Rhetorical Criticism (RHMS 301), a required methods course in the major sequence for RHMS. The professor met with the author in the spring to plan library instruction for the course in fall 2013. They crafted a pair of workshops, one of which would focus on using library resources to hone in on good research questions and the other on search strategy in Communication and Mass Media Complete.

That summer, the author discovered the use of BEAM by Kate Ganski, a librarian at the University of Wisconsin, Milwaukee via comments Ganski made to a Babel Fish column (Fister, 2013). After reading the Bizup article, the author forwarded it to the RHMS 301 professor, who was impressed by the content, appreciated the fact that it had been published in a journal relevant to the discipline, and felt that it would pair well with a reading already assigned from *The Quarterly Journal of Speech* (Brockriede, 1974). The professor decided to assign the Bizup article to the RHMS 301 students and invited the author to lead a discussion of it. This changed the direction of the library instruction plan for the course, and it was from this change that the work described in this paper (and the Library Instruction West 2014 presentation of the same name) developed.

Approximately thirty students in the fall 2013 RHMS 301 course were required to complete an eleven-step Rhetorical Criticism Process Sequence (RCPS), concluding with a Critical Essay and a Conference-Style Presentation. Work done in this sequence would be used to assess student learning across five learning outcomes, two of which were directly relevant to information literacy:

Develop skills in information literacy, scholarly writing and rhetorical criticism

Learn to conduct and present research using the methods of rhetorical criticism

The Bizup reading was assigned for discussion during the fourth class session, just as students began work on RCPS 2, the Research Plan, in which they would outline their research process. Prior to the fourth class session, students already had:

- Created a brainstorm list of anxieties about research with their professor
- Read the essay, "Rhetorical Criticism as Argument" and participated in a discussion of it lead by the Director of the Writing Center, highlighting the Writing Center as a resource for students striving for excellence in their writing (Brockriede, 1974).
- Turned in RCPS 1, Description of Three Critical Problems, in which they identified three texts, speeches/objects and or topics/puzzles for possible research.

Leading a class discussion of substantive theory material, like the Bizup article, represented a significant departure from typical librarian instruction at this institution. The author structured the discussion around an application exercise to engage students in the practice of critically appraising works cited in a peer reviewed journal article using the rhetorical vocabulary of BEAM. An article from *Journalism Practice* (Messner, 2011) was selected for analysis. The subject of the article was the use of Wikipedia by United States national newspapers, which had relevance to information literacy. It also had a widely varied works cited list, with works both scholarly and popular, and it cited Wikipedia. The author flagged four paragraphs in the article, with a total of eight in-text citations. These eight sources represented the four BEAM classifications, and were also flagged in the list of References so students would know where they came from. The exercise was developed as a variation of the formative assessment technique known as think-pair-share. In think-pair-share, students in a class are given a problem and allowed to think about it individually. Then they are paired up to discuss their solution with another student. Finally, the pairs of students report their solutions out to the larger group for feedback and shared learning. This technique is used to encourage student participation and to increase student involvement in learning (Simon, 2014).

Following is an outline for the discussion and application exercise, which were approved by the professor ahead of the session:

1. Initial discussion of the Bizup article.
2. Distribute flagged articles from *Journalism Practice* (Messner, 2011).

3. Ask for student volunteer to read the abstract aloud to the class.
4. Students work independently to read the four flagged sections and consider whether the references in each section were used for Background, Exhibit, Argument, or Method.
5. Students mark their copies, assigning each citation as B, E, A or M.
6. Students divide into groups of three to discuss their decision-making with one another.
7. Group discussion of Bizup's BEAM as applied to the *Journalism Practice* article (Messner, 2011).

The initial discussion of the Bizup article was designed to ensure that students had sufficient understanding of the BEAM lexicon to be able to proceed to the application exercise. The author highlighted the BEAM vocabulary as a new framework for thinking about doing research and describing library sources. The discussion emphasized that BEAM should not be seen as a recipe, for selecting sources, i.e. two backgrounds, one exhibit, three arguments and a method source. Rather, BEAM provides writers with evaluative lenses, so that as they encounter sources they might consider potential uses, and determine if/how a source will fit in to an essay/paper/argument, etc. When writers engage in the evaluation of the function of sources, they adopt, “a rhetorical perspective towards research-based writing” (Bizup, 2008).

After the initial discussion, the author distributed the flagged articles and asked for a student to read the abstract aloud. Since students did not have time to read the whole article, and only needed to analyze portions of the text, reading the abstract was a way to provide them with some context about the arguments made in the article. After receiving verbal instructions on classifying the flagged in-text citations, students were observed to pursue both individual and small group work successfully. The author circulated to be able to hear how the conversations were going and to answer questions. They were visibly interested in the material, and were proactive about asking questions when they were confused or disagreed with how sources might be classified according to BEAM.

In the large group discussion, however, students were initially reluctant to share why they thought a source was used as B, E, A or M. In the small groups, they were willing to make guesses and discuss their line of thinking, but the prospect of doing so in the larger group was clearly intimidating. The author queried the group about section 1, the first flagged section of text, and was met with silence. To break the ice, the professor and librarian offered their own ideas for classifying the sources in that section and were surprised to discover that they disagreed! The author felt that the sources were being used for Argument, while the professor thought they were being used for Background. The citations in question were studies evaluating the accuracy of Wikipedia in *Nature and ETC: A Review of General Semantics*. In this case, the professor thought the studies were being cited as background—factual information about the Wikipedia controversy. The author felt that the studies were offered as argument—to be extended in the *Journalism Practice* article. Though unplanned, and maybe a little disconcerting, this was an important moment in the discussion because it demonstrated the fact that BEAM is not a formula and that an argument could be made for more than one function. Afterwards, the students seemed more willing to stake their own claims about the function of the sources.

Another interesting disagreement involved a two sentence paragraph in which the first sentence identified the exhibit for the article—Wikipedia references in news articles. The second sentence identified the methodology—scales for analyzing media sources, with two in-text citations. Some students had marked this text as E because of the statement of Wikipedia references being the “unit of analysis.” But the cited sources were clearly used to present methodological framework, so here the M classification prevailed.

The discussion also revealed that students were not readily able to read the source citations. This was not the focus of the BEAM exercise, nonetheless it became apparent that some students did not know how differentiate between a journal article citation and a book citation, for example.

At the end of the class, the librarian collected the marked up articles from students who were willing to turn them in. It was hoped that these would be useful for assessing student learning.

EVALUATION

The librarian and professor met after the session to discuss the experience. The professor was puzzled by how shy the students were at the outset of the large group discussion. The students in the class, an upper-level course on

rhetoric, were, he said, practiced at developing arguments and expressing themselves in class. Many of them were “frequent flyers,” students who had already taken at least one course with him and were familiar with his expectation (formerly stated in his syllabus) that they hone their own skills as rhetorical critics and “be verbal.” So it was surprising, and a little ironic in this case, they were inhibited to speak in the larger group. The librarian wondered if her presence might have made students feel intimidated because she was a newcomer to the class and perceived—at least initially—to be some sort of expert on BEAM. Both commented that their own disagreement over the Wikipedia studies in the first flagged section of text, though awkward, had become a teachable moment that helped mitigate student reticence. The uncertainty demonstrated by the disagreement may have confused students, but it also allowed them to see the perceived experts work through a variance in interpretation. And this seemed to have helped students overcome their own fears of being wrong. The professor hopes to reinforce this notion next time so that students are less concerned with getting the “right” answer and turn their attention instead to making good arguments. It is the intention of the professor that this exercise will function not only to introduce BEAM, but also to give students the opportunity to practice rhetorical criticism.

The professor expressed dismay that students had struggled with deciphering citations, having assumed that, as upper level majors, they would have already learned this skill. The librarian was not surprised by this deficit, but thought that the BEAM exercise might be improved to make reading citations a more explicit part of the task. Assigning students to mark the flagged citations and to indicate where the citation came from would accomplish this.

The choice of the Messner article was also discussed, and it is possible that in the future another text might be selected for this exercise. A selection from the RHMS 301 reading list, for example, would allow students to read the entire text instead of just the abstract and flagged sections. This would also allow students to prepare for the library session ahead of time, while also completing a reading assignment. But the use of the Messner article-- and having the students read only portions of it-- was deemed to be successful overall.

Fifteen students turned in their marked Messner articles, and the librarian evaluated the notes students made on them. This was an imperfect assessment tool, but it demonstrated some shared areas of understanding as well as confusion. In section 1 (see Table 1), which was the section where the professor and librarian split between Background and Argument; students were fairly evenly divided between Background, Exhibit and Argument. In section 2 (see Table 2), the professor and librarian agreed on Background, while a majority of students thought Method. In section 3 (see Table 3) where the professor and librarian agreed on Method, a majority of students also said Method. And in section 4 (see Table 4), where the professor and librarian agreed on Exhibit, a majority of students said Exhibit. This assessment suggests that students experienced some confusion about how to classify sources according to BEAM. They were more certain about identifying the Method and Exhibit sources, and less so on Background and Argument. But the exercise served a useful role in introducing them to the framework and giving them some practice. In this way, it was a helpful primer, with an understanding that they would become more familiar with BEAM as they continued in the course and applied it to their own research-based writing.

After the library instruction for RHMS 301, the author conducted 19 follow-up consultations (not all were unique, as some students had more than one consultation). This was more than double the number of consultations this librarian had with any other class that academic year. The number of consultations is not necessarily an indication of success of the BEAM session, but it does indicate that students trusted and respected the librarian enough to seek her out for help. And that reflects a goal for library instructors, generally, at this institution—to establish enough of a rapport with students that they are inclined to seek the library instructor out in the library. In the RCPS 5, students compiled an annotated bibliography, in which they used the BEAM lexicon to describe how sources would be used in their critical essays. It was apparent, as students began work on the annotated bibliographies, that they were motivated to schedule librarian consultations, and to ask for help finding the particular sources (B, E, A or M) they needed. This was new terrain for both the librarian and the student, and both were challenged. But it was also apparent in the consultations that the students were utilizing the BEAM vocabulary, and that they were thinking about finding sources according to how they would use them in writing.

In the summative assessment performed by the professor, after the course completed, he found that the quality of the critical essays produced in the fall 2013 section of RHMS 301 dramatically improved from previous semesters. In addition, two students from the class presented their final papers at the Rhetoric Society of America conference in

May 2014, and the professor indicated that there were other papers he could have recommended. A third student, he says, is revising her paper up for possible publication. This outstanding student work, along with the overall improvement of the critical essays from previous semesters, indicates success in both of the information literacy related learning outcomes defined in the syllabus.

The professor was convinced that incorporating library instruction benefited his students and that Bizup's BEAM provided a meaningful framework for helping his students learn to critically engage with sources in both reading and writing. He plans to increase the emphasis on BEAM in the fall 2014 iteration of this course. In this way, the professor can serve as an effective (faculty) advocate on campus for the use of BEAM in teaching the critical evaluation of sources.

The success of the collaboration between the librarian and the professor has helped the library establish what is hoped will be a lasting presence in RHMS 301. Prior to this collaboration, there was no regular library instruction for RHMS majors, so this change indicates not only a partnership between this professor and the liaison librarian, but also a larger partnership between the library and the department. Furthermore, the incorporation of BEAM into the RHMS 301 syllabus indicates a potentially lasting contribution made by a non-faculty librarian to the curricula.

In assessing the success of the use of BEAM in this course, it should be noted that there were factors other than BEAM that may have influenced the outcomes. For example, this was the first time that library instruction was included in RHMS 301, and there were two library sessions taught—only one of which involved BEAM. The focus of this article is the BEAM session, but the second session, on search strategy in databases, may also have played a role. Also the assignment scaffolding, called Rhetorical Criticism Process Sequence (RCPS), was new to the course in fall 2013, and must have impacted the student work significantly. In future years, a formal analysis including a survey or other feedback would help eliminate the guesswork about the impact of BEAM on the RHMS 301 course. But due to time constraints and other factors in fall 2013, this did not materialize. Nonetheless it was the opinion of both the author and the professor that the Bizup reading and discussion, paired with the BEAM application exercise, was effective in helping RHMS 301 students learn to use sources in writing. The plan is to repeat these efforts in future iterations of the course.

CONCLUSION

This work significantly increased the value of library instruction services within the Rhetoric and Media Studies department and influenced the curriculum in the Rhetorical Criticism course. It also demonstrated a particularly effective partnership between a librarian and a professor, where the librarian initiated change that impacted the implementation of library instruction in meaningful ways. The partnership began in an unremarkable way when the professor asked the librarian to collaborate on designing library instruction for the course. The willingness of the professor to change directions when the librarian introduced Bizup's BEAM signified the value of the librarian in the partnership. An article for this publication on building genuine faculty-librarian partnerships discusses the "necessity of librarians taking equal, and if necessary, primary agency in the construction of the learning environment for students" (Meulemans and Carr, 2012). In this case, the response of the professor was overwhelmingly positive. Not only did he find the Bizup article to be a relevant contribution. He also had complete confidence that the librarian would be able to successfully introduce it to his students. Ruth Ivey's research, on the dynamics of collaborative teaching, identified four behaviors essential to effective partnerships, "1) a shared, understood goal, 2) mutual respect, tolerance, and trust, 3) competence for the task at hand by each of the partners, and 4) ongoing communication" (Ivey, 2003). The characteristic of mutual respect and trust is highlighted above as defining this partnership, but it is hoped that the other characteristics are also evident to readers of this article.

The use of BEAM in this course was an experiment deemed successful enough to repeat. The author suggests that it has great potential to influence the way information literacy is taught at the institution at large. The author discussed the work with other instruction librarians on campus, who met as a team to discuss BEAM for use in library instruction across the curriculum. And though the librarians have yet to use BEAM in other disciplines or with first year core students, it is encouraging to know that other institutions are using it outside of rhetoric courses and, specifically, with first year students. In RHMS 301, Bizup's BEAM provided a new way of thinking about source evaluation that served as a catalyst for meaningful collaboration. It is hoped that this case will serve as inspiration to teaching librarians, here and elsewhere, to initiate conversations with academic faculty about how BEAM might be used to teach research-based writing.

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What would a writer do with this source?

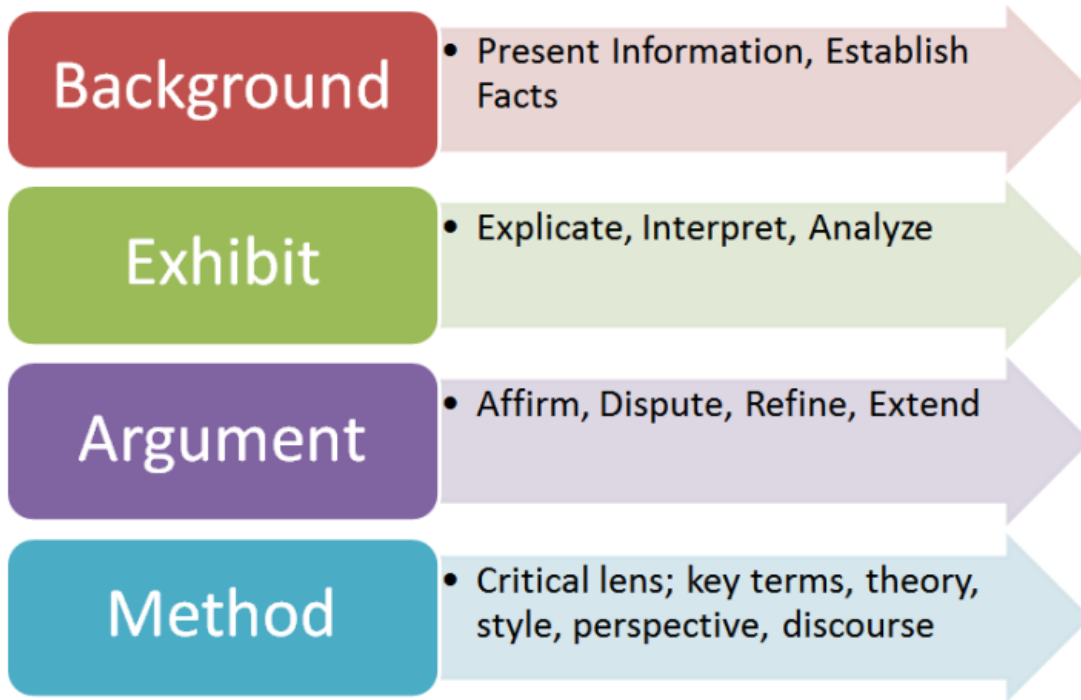
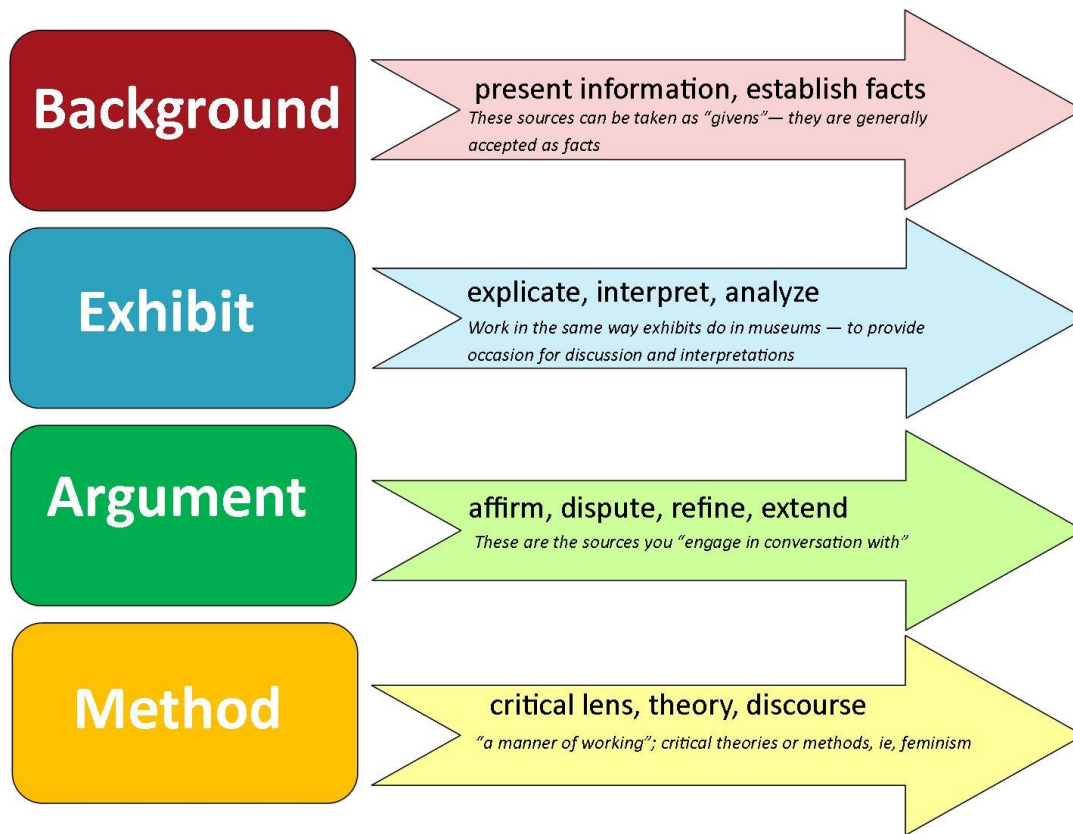


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Figure 2. Doherty, Blake. "BEAM Illustrated." Class handout. Brookdale Community College. Lincroft, NJ. 2014. Used with permission.

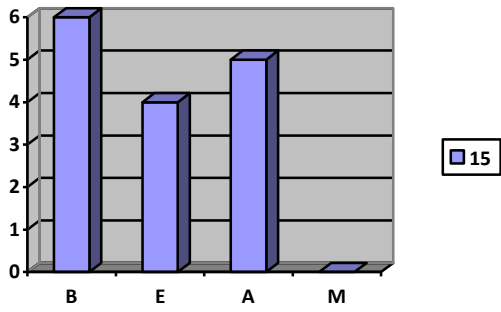


Table 1. Section 1 BEAM exercise student responses

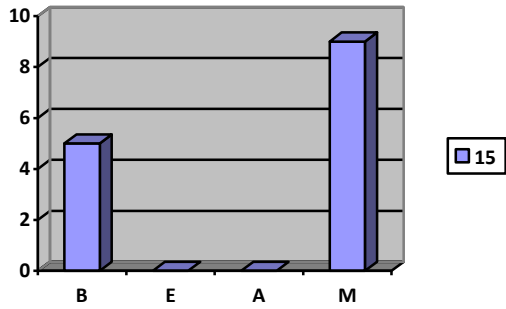


Table 2. Section 2 BEAM exercise student responses

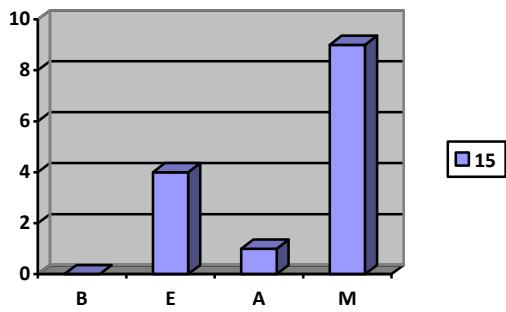


Table 3. Section 3 BEAM exercise student responses

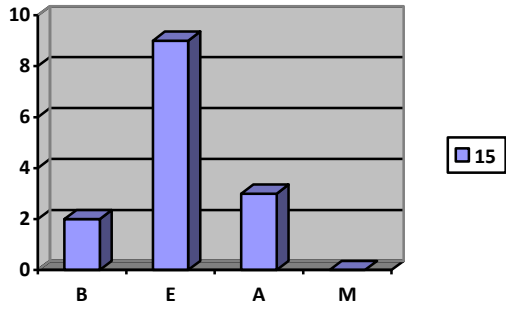


Table 4. Section 4 BEAM exercise student responses