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Evolving through Collaboration: Standardizing Citation Instruction across the Curriculum

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Keywords

Collaboration, Citation Support, Undergraduate Citation Support, Citation Instruction

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Evolving through Collaboration: Standardizing Citation Instruction Across the Curriculum

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Abstract

To reduce inconsistencies in citation instruction across the curriculum, the Gregg-Graniteville Library at the University of South Carolina Aiken developed a model of citation support that involved creating instructional materials, providing citation support at the reference desk and via appointment, and creating and delivering citation style workshops and instruction sessions. These efforts evolved into a multi-pronged model of collaboration that involved coordination within the library, with the campus writing room, and with the teaching faculty. The purpose of this paper is to provide an overview of this model, which is both collaborative and holistic in its approach, and to discuss the process of trial and error that has contributed to its growth and evolution.

Keywords: collaboration, citation support, undergraduate citation support, citation instruction

Introduction

The process of crafting citations is not an easy one, even for seasoned professionals, so it is no surprise that undergraduate students would have an especially difficult time with it. By the time they graduate, students will likely have been exposed to two or more citation styles, each system just different enough to cause confusion. Further complicating matters, teaching faculty are often inconsistent in applying and enforcing citation style rules. Whether a faculty member adheres to an outdated version of a particular style, is either very lax or very strict about citation style guidelines, or chooses to cobble together multiple citation styles to create his or her own preferred system, the unintended lesson to students is that the citation style guidelines are, at best, suggestions, or worse, completely arbitrary.

In order to help students with their research or to tailor instruction sessions, librarians read dozens of assignment sheets with accompanying citation instructions each semester, so they are often acutely aware of this inconsistency in how citations are handled. One professor may require URLs to be included in an MLA-style citation (7th ed.) for online resources, while another forbids them. One professor may instruct students to use footnotes but then specify that their citations should all follow APA format. And because many academic librarians also assist students in crafting citations, they see them struggling to reconcile these inconsistencies. The citation style guidelines are complicated enough without professor or course-specific idiosyncrasies. On the one hand, one can argue students need to learn how to follow instructions, and even scholarly journals employ house rules

when it comes to citations. However, the scholars publishing in these journals are people who, presumably, already understand the fundamentals of documentation, as well as its necessity in scholarly conversation. That is to say, they have a solid framework of understanding from which to operate. Undergraduate students, however, do not necessarily have this understanding. Indeed, they should be building this framework of understanding based on what they learn and how they apply it in their coursework. For students, true understanding does not come from simply following instructions and examples that, on the surface, seem pointless and arbitrary.

One of the primary goals of academic librarianship is to instill in students the knowledge practices and dispositions associated with information literacy. In 2016, the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), adopted the *Framework for Information Literacy in Higher Education*. Created for flexibility in addressing a "rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem,"[1] this framework replaced the *Information Literacy Competency Standards for Higher Education* established in 2000. Whereas the previous document outlined standards with specific learning outcomes, the framework focuses more on the core ideas of information literacy, identifying several threshold concepts necessary to developing a more fundamental understanding of information literacy. Two of these threshold concepts specifically involve providing proper attribution: "Information has value" and "Scholarship as conversation."[2]

Because proper documentation is an important part of information literacy, and because librarians are in a unique position to observe and to collaborate with academic units across campus, librarians have a role to play in addressing the inconsistencies in citation instruction. When

these issues became evident at the University of South Carolina Aiken (USCA), the library faculty began looking for ways to reduce these inconsistencies, and over time, a multi-pronged model of collaboration evolved out of these efforts. First, there is collaboration within the library to collect and to create resources related to citation instruction, as well as the librarians' coordination of citation support efforts. Second, the library collaborates with the campus writing room, whose purpose is to provide supplemental writing support and instruction, to create and deliver workshops on a variety of citation styles, as well as workshops on plagiarism and paraphrasing and on Zotero and Endnote. Finally, the library collaborates with faculty across campus to standardize citation instruction. These efforts range in complexity from providing one-shot instruction sessions to coordinating a recurring research and writing boot camp.

This model of citation support was not implemented as a fully-fledged idea. It has evolved over years and through a considerable amount of trial and error. The purpose of this paper is to provide an overview of this model, which is both collaborative and holistic in its approach, and to discuss the process of trial and error that has contributed to its growth and evolution.

Background

Located in western South Carolina, the University of South Carolina Aiken is a comprehensive public liberal arts college and senior institution of the University of South Carolina system. USCA has a full-time enrollment (FTE) of 3400 undergraduate students and a small graduate student population. The primarily undergraduate student body is highly diverse and includes a substantial population of first generation college students.

The Gregg-Graniteville Library serves the USCA campus' information and research needs. The library employs six faculty librarians, including

the library director, and six full-time staff. As a small academic library, four of the faculty librarians provide instruction and reference services to the USCA campus community alongside their other responsibilities, including archives, library marketing and outreach, and government documents. The library has an active reference desk and instruction program. Since 2010, the librarians have taught an average of 240 library instruction classes each year. The reference desk is staffed by librarians, staff, and students, and librarians provide research consultations by appointment.

As a small academic campus, USCA values campus connections and collaborations. The librarians are generalists and therefore have taken advantage of this opportunity to build relationships and collaborations with faculty across the disparate disciplines, thus granting the librarians a broad view of campus needs and the necessary connections to actively engage with the campus community. Through these connections with the campus community, the librarians discovered opportunities for improving student citation. Based on discussions with faculty and writing room personnel, as well as their own observations, it became apparent there was the need for more robust citation support. Thus, the librarians, individual faculty, and the writing room have engaged in a conversation about student citation and identified efforts and initiatives to help improve citation.

The librarians are uniquely situated in that they work alongside the various campus support services to help students achieve academic success, yet they are also tenure-track faculty, and are thus accepted as peers by the academic faculty. Furthermore, the librarians are generalists and work across disciplinary lines to provide instruction and reference to the entire USCA community. By leveraging their relationships and cross-disciplinary perspective, the librarians have taken the lead in building and sustaining partnerships to support citation across campus.

Their efforts to date have been responsive to the USCA community needs and have grown organically, rather than from an overall initial strategic plan.

Defining these efforts, citation support refers to any service or resource designed to aid students in the comprehension and proper application of citation manual style rules. These activities include, but are not limited to, guidance and instruction on citation mechanics and adherence to citation manual writing and formatting guidelines.

Literature Review

Producing correct citations can be difficult for graduate students and even scholars.[3]

Undergraduates, new to the academic rigor of higher education, struggle with unfamiliar citation styles and adapting to style updates. In 1986, Freimer and Perry found that students were "confused by inconsistencies in and multiplicity of styles," and they argued for standardization in citation across disciplines.[4] Twenty-four years later, Kargo found the opposite of standardization. Most faculty at the institution he studied provided no directed citation instruction, nor did they require a specific style to be used. Instead, they let their students choose which styles to use and required only that they be consistent.[5] Complicating matters, Jackson notes that students do not understand the concept of plagiarism or how to avoid it,[6] and Lee argues that students struggle with citations because they simply do not understand the basics of citation.[7] Additionally, style updates and premature adoption of elements, such as the digital object identifier (DOI), cause confusion for students.[8]

While the anti-plagiarism efforts of librarians are well-documented, LIS literature focusing on citation support in academic libraries is limited, and few articles exist that present a library's complete, holistic approach towards citation

support.[9] Existing research on student citation issues explores the confusion caused by variations between different citation styles[10] and the rise of plagiarism stemming from increased use of Internet sources. Tomaiuolo echoes Freimer and Perry's observation that students are confused by the multiplicity of styles, but he adds that this confusion is further complicated by the rise of electronic sources.[11] Davis, who has been studying the impact of the Web on undergraduate citations since 1996, found that citations for books dropped significantly, but that use of newspapers and eventually journal articles rose dramatically as professors' requirements for scholarly sources increased.[12] With added elements to locate and include, such as a durable URL, electronic resources are more complicated to cite correctly than books. Lewis discusses the confusion caused by the DOI requirement in APA's updated electronic guidelines, since at the time of its adoption, the DOI had not been widely adopted or implemented by publishers.[13] Furthermore, Wood observes that although students prefer to use Internet sources, they lack the attention to detail necessary to properly format accompanying citations.[14]

Published case studies describe specific methods and best practices employed by individual libraries and academic institutions to address student citation issues. These case studies examine a range of topics, including the creation of online guides or tutorials. In her case study, Jackson discusses the creation of an online tutorial at San Diego State University titled "Plagiarism: the Crime of Intellectual Kidnapping."[15] This tutorial is a required component of the Technical Writing course, and it includes information on the fundamentals of citation creation. Building on the work of Jackson and others, and acknowledging that faculty often do a poor job of teaching citation, Greer et al. describes the creation and implementation "of an online, self-directed academic integrity course at Oakland University,"[16] the main learning outcome of

which is the use and citation of sources. In some cases, more narrowed instruction is necessary. Mages and Garson describe the creation and assessment of a tutorial focused on APA style. With over a thousand visits per month, it became obvious the APA tutorial fulfilled a specific need, and it freed librarians to spend more time teaching other aspects of information literacy beyond citations.[17] White-Farnham and Gardner describe the collaboration between the library and the writing program to create an information literacy course for students in the first-year writing program that could be embedded into their course management system.[18]

Existing studies also look at the use and effectiveness of online citation tools. Childress discusses the library's role in supporting citation tools and proposes core competencies and best practices for libraries in supporting these tools,[19] while Hensley discusses the pros and cons of the most popular citation tools supported in libraries, including RefWorks, EndNote, Zotero, and Mendeley.[20] Although citation tools can be helpful in managing and creating citations, they can also be problematic. Homol compared the accuracy of several citation tools, including EndNote, Zotero, RefWorks, and the EBSCO discovery service cite tool, and found that none of them could generate an accurate MLA citation.[21] The accuracy of citation tools was further examined by Kratochvil who used the citation instructions of biomedical journals to compare the accuracy of the most common citation tools in the context of scholarship and publication. He found that while Zotero had the fewest mistakes, none of the tools could consistently produce accurate citations.[22] As a result, faculty and librarians are wary of such tools, and as Martin's study finds, the majority of instructors at her university do not use computer generated citations in their own research and do not recommend them to students. However, for librarians interested in promoting citation tools to students, Martin pro-

vides suggestions for instruction and for effectively promoting these tools to both students and faculty.[23] Student use of citation generation tools is undeniable, as Stevens points to research that claims that 80% of students report relying on web-based citation tools. Theorizing that a combination of citation tools with other citation resources should reduce citation errors, she crafted a citation instruction activity that required students to use a resource, such as OWL at Purdue, as a means of checking computer generated citations. Despite this lesson, student citation errors persisted, but it was unclear if these errors were the result of computer generated citations.[24] Van Ullen and Kessler reviewed the citation tools built into several databases and found there were an average of 3.4 errors per citation. They suggest that librarians include a review of the citation tool's accuracy in their overall review of a database.[25]

Other published case studies discuss incorporating citation and plagiarism instruction into information literacy sessions. Bronshteyn and Baladad found that students lacked basic confidence in their citation skills and suggested incorporating paraphrasing exercises along with citation and information literacy instruction to help build that confidence.[26] Sciammarella emphasizes the importance of partnerships between librarians and teaching faculty, and outlines a multifaceted approach to anti-plagiarism efforts, including information literacy instruction, faculty sharing research assignments with librarians, and professional plagiarism detection services.[27]

In addition to Lee's article dealing with teaching citation workshops,[28] studies exist that examine the implementation of teaching for-credit information literacy courses and for embedding librarians in research-driven courses to address citation needs. Finch and Jefferson discussed incorporating authentic learning tasks into a library research class,[29] and Wang demonstrated a statistically significant difference in citation use

between students enrolled in a for-credit library course compared to those who did not.[30] Regarding embedded librarianship, Gunnarson discusses efforts to partner with faculty to curb plagiarism by international students,[31] and Mullins discusses how the IDEA model can be used in the instructional design of classes or courses.[32]

While a wealth of LIS literature exists that addresses specific practical efforts in citation support, there are few articles that describe a library's multi-faceted, holistic approach toward citation support and the evolution of that support.

Citation Support at USCA

Responding to campus citation needs, the librarians at USCA have taken a holistic approach to providing citation support. Echoing the model proposed by Park, Mardis, and Ury,[33] citation support relies on a four pillar approach: textbooks, tutorials, instruction, and reference. This combination underpins the Gregg-Graniteville Librarians' approach to citation support which depends heavily on collaborations across campus. Direct instruction is provided in the information literacy classroom; workshops are provided in collaboration with the campus writing room; and individual consultations are provided by appointment. The librarians also create print and digital resources, such as quick reference handouts and video tutorials. Questions pertaining to citations are handled at the reference desk, and citation style manuals are available at both the reference and circulation desks.

Citation Support Materials

The library has created a number of materials to support proper citation, some catering to the specific citation needs of individual classes or disciplines, and others more general and usable by all. For the general materials, the librarians have strategically worked together to create a range of print and electronic resources for a few

of the major citation styles, with a primary focus on MLA, APA, Chicago, and ASA.

In an early effort to directly address student citation, librarians created a series of screencasting videos which were posted to YouTube. These videos explained the parts of a citation, and individual videos focused on a single citation style (e.g. APA, Chicago, MLA) and addressed an individual format (e.g. book, website, journal article). Librarians had found that they frequently needed to explain these very basic concepts, which led to the creation of these step-by-step videos that would walk students through the process of building a citation. The thirty-one citation videos on the USCA YouTube page received a total of 42,208 views between February 16, 2011 and May 30, 2017. The citation videos are an ongoing effort, and librarians continue to update the videos as citation styles change.

In addition to using screencasts to teach citation components, the librarians created tutorials addressing more advanced citation processes, such as paper formatting. Screencasts provide opportunities for demonstrating these processes, and they benefit from the ability to include voice explanations. Librarians have also used screencasts to create entire lessons on specific citation styles for distance learners. These videos are then embedded at the point of need for students, including in relevant LibGuides, and linked within Blackboard course shells.

The library also maintains a set of quick reference guides in print and online for the major citation styles. Designed as pamphlets, each guide covers one of the major citation styles and provides in-text and reference list citation examples for the most common types of sources, such as books and journal articles found in a database. The librarian with the strongest background with an individual citation style takes the lead on the design and update of the handouts. However, the guides are a truly collaborative effort. The librarians agreed on a standardized design

for the pamphlets, and while the content may change from style to style, the format and look are consistent. Furthermore, the librarians work together to proofread all materials and have an open conversation about the examples and potential errors prior to their distribution.

Face-to-Face Support: Internal Collaboration

Internal collaboration is critical to the success of USCA librarian citation support initiatives. Open communication aligns their collective efforts, and by making decisions on how to approach and provide citation support, they maintain a consistent set of unwritten agreements. In particular, their approach to providing citation help at the reference desk and during research consultations has benefitted from the open discussions.

Citation support at the reference desk and during research consultations can at times ride the line between a teaching opportunity and correcting student citation errors. As USC Aiken librarian support of students has evolved over the years, the need to clarify this line has become critical. The librarians view their role in citation support as one of education, rather than as a service for citation correction. They agreed that it was necessary to establish consistent boundaries as to the range of services they would provide.

Librarian citation support encourages the students to take ownership of the citation style rules and then supports their efforts to seek answers to their citation questions. The librarians provide insight into how they navigate the citation manual, and make recommendations for using it as a tool. At USC Aiken, the librarians also insist that the students bring specific questions about citations, rather than have librarians review their papers for citation errors. To this end, the librarians also encourage students to bring print copies of their paper drafts, so they can take notes and mark changes on paper, rather than making quick updates to a document on

their computers. Furthermore, if citations are clearly the product of a citation generation tool, librarians ask the student to work further on their citations with support resources prior to returning for a new consultation.

Face-to-Face Support: Instruction

Building on relationships established through the Gregg-Graniteville Library instruction program, the library faculty supplement information literacy instruction with instruction sessions that specifically target citations. A common lament among academic librarians is the impossibility of covering everything a faculty member wants to cover in a one-shot library instruction session. At USCA, however, the relationships that the librarians have built with the faculty allow them to be assertive in explaining what they can and what cannot do in one session. Many faculty who specifically want a librarian to cover multiple areas, like research, source evaluation, and citations, now bring their classes in two or more times a semester.

One particularly successful citation collaboration is the work of one librarian with the nursing department. Over the last four years, she has worked with nursing school faculty to standardize APA citation instruction across the curriculum, and she is embedded in several nursing courses. What began as a conversation between a now retired nursing faculty member and a librarian has grown into a robust initiative supporting the citation and research needs of the school of nursing. While early efforts centered on simply adding a citation module at the end of an information literacy instruction session, efforts grew to also include instruction sessions dedicated only to citation instruction. With buy-in from the nursing faculty, the librarian has worked to embed citation instruction throughout the entire nursing curriculum. Furthermore, since the nursing program is prescriptive, with students taking specific classes each semester, they have been able to strategically build skills

over time—starting with APA basics in the early classes and building to more complex and difficult APA content as they move through the program. This comprehensive, scaffolded approach to citation instruction is the result of a collaborative effort between the nursing faculty and a librarian.

Building on the positive success of these efforts to improve APA, in 2013, the librarian and two nursing department faculty started a "writing boot camp" for first semester nursing students. Embedded into an entry-level nursing course, the boot camp sought to improve student research, citation, and APA style writing. During the "writing boot camp," the librarian and a nursing faculty member, who has an academic background in English, lecture the students four times over the semester. Using a combination of lectures and activities, this writing boot camp begins with a basic introduction to in-text citations, reference list citations for books and journal articles, and paper format basics. The next lecture covers writing in APA style, quote integration, and literature review composition. The final two classes provide opportunities for in-class peer-review of student papers.

Supporting the foundational lecture for the boot camp, the librarian designed an activity to reinforce in-text citation and reference list citation content. Once the lecture on in-text citations is complete, the librarian provides the students with a paragraph containing in-text citation errors. Students look for and circle the APA errors and then, as a class, they have the opportunity to discuss these errors and any points of confusion. Upon completion of the reference list citation lecture, students receive a copy of the first page of a journal article, and use it to create a reference list citation. To support the students during this activity, the librarian provides a template that shows the placement of the citation elements (e.g. title, date, article title) for a journal article citation. The librarian and the students

then piece together the correct citation, element by element.

As mentioned above, the final two classes of the writing boot camp require students to conduct in-class peer-reviews of student paper APA formatting and citations. This approach has evolved since the boot camp first began. In the early days of the writing boot camp, students did not have a peer-review activity. When the students had questions about their research or APA paper format, they made a consultation appointment with the librarian. In this session, students were able to ask direct questions about their individual citation issues, and together the librarian and student would use the manual to determine an answer. Citation consultations grew in popularity and are credited with significantly increasing the number of consultations provided by USCA librarians. As a small academic library, however, the library has a small faculty and even smaller was the number of librarians comfortable working with APA. The popularity of consultations overwhelmed the librarians, and they sought new ways to meet the individual citation needs of students without furthering overburdening the already busy library faculty.

Around the same time, the librarian teaching the APA boot camp began to introduce the "bad paper activity." For this activity, the librarian distributed a fake paper containing several APA errors. Errors touched on paper format, cover page content, in-text citations, reference list citations, and other various APA style issues (e.g. numbers, common abbreviations). For one entire class session, students read and corrected the "bad paper" and then together the entire class reviewed and discussed the errors.

Building on the success of the bad paper activity and recognizing that the support of nursing citation needs was putting a significant stress on the already small library faculty, the idea for the peer-review of student papers arose. The librarian and nursing faculty implemented this new activity the following semester. For the first APA peer review class, students bring in a print copy of their project proposal formatted as an APA paper and adhering to APA style rules. In the class, the students trade papers and then proceed to identify APA errors. Since this is the first paper in APA for many of the students, a number of questions arise, and the librarian takes the time to float around the class and answer questions. For the final peer-review, the class follows the same protocols, but rather than reviewing a paper proposal, they are reviewing each other's full paper drafts. This creative solution has continued to provide the students with the individual attention they need, while minimizing the impact on the librarian workload.

The collaborative citation efforts in the nursing department have created a community of practice and have fostered a conversation amongst the nursing faculty themselves about citation. One of the more interesting APA sessions with nursing faculty was one in which the librarian took the opportunity to highlight the common errors encountered by nursing students and in doing so had the opportunity to refresh the APA knowledge of the faculty themselves. With this level of buy-in from the nursing faculty, not only have student citations improved, but so has consistency in faculty enforcement of the APA rules. Though they have yet to formally assess this initiative, anecdotal feedback reveals that the writing boot camp is positively impacting the quality of nursing student writing, and the library has seen an uptick in research consultation appointments made by nursing students seeking help with both research and citations.

Face-to-Face Support: Workshops

Building on their relationships across campus, the library co-teaches workshops with the writing room. Managed by English faculty and staffed by both students and faculty, the writing

room established with the library a unified approach to citation, and as part of this approach, the two parties have collaborated to create and deliver a workshop series that addresses all aspects of student writing, with the librarians teaching sessions relating to research and documentation. This collaboration evolved into a mutually beneficial relationship between the library and the writing room. Although the writing room received numerous requests for citation help, the tutors, who were primarily English majors talented in writing and editing, were neither proficient in nor comfortable with addressing citation styles beyond MLA. In the library, students were often asking librarians for help organizing, writing, or proofreading papers. As the relationship between the library and the writing room strengthened, they came to an understanding. Librarians would refer all writing related requests to the writing room, and the writing room would refer all citation questions to the library.

As part of the workshop series, librarians have developed and delivered several sessions, including those covering specific citation styles, primarily MLA, APA, and Chicago. As stated earlier, although Gregg-Graniteville librarians work as generalists, when it comes to citation workshops and materials, they have decided that a division of labor makes the most sense. When the library has a full complement of librarians, each librarian teaches all the workshops relating to their specific style. That said, cross-specialization is a necessity, and any one of the librarians can step in to teach any of the citation workshops, if needed.

When the workshop collaboration with the writing room began, librarians were primarily responsible for the citation sessions, but they co-taught them with writing room tutors. The purpose of this was to give the students experience with creating and delivering presentations. However, the nature of this collaboration was inefficient, since it meant that the workshops were created and recreated as the librarians were partnered with new tutors every semester. Eventually, though, the number and variety of workshops grew to a point where this level of overlap became unnecessary and unsustainable. Now with more than forty workshops scheduled each semester, the students are each assigned their own sessions, and librarians have been able to provide citation workshops that are consistent from semester to semester.

Until 2016, the only two citation styles taught in these workshops were MLA and APA. However, recently the librarians began fielding more and more questions dealing with Chicago style. In response, the government documents librarian reached out to the History professor primarily responsible for this increased use of Chicago, and together, they developed a workshop on Chicago style. They also created a notes and bibliography style quick reference guide to supplement the existing author/date guide.

When MLA released its eighth edition during the summer of 2016, the library's instruction coordinator and the librarian responsible for teaching the MLA workshops worked together to find an effective way to teach students how to use MLA's new core elements. The instruction coordinator suggested using the approach of comparing citations to mailing addresses,[34] and the MLA specialist librarian incorporated this analogy as a way to introduce the concept of the core elements and how they work. To demonstrate and reinforce the application of the core elements, the librarians printed and laminated several copies of the MLA core elements template and ordered dry erase markers with eraser caps.[35] Before the presentation, these are passed out to the students, and they have the opportunity to use the template to craft citations based on item records projected on the screen during the session. At the end of the workshop, they erase their templates, and return them to the librarian.

In addition to those on citation styles, the librarians teach workshops that are closely related, such as the workshop on plagiarism and paraphrasing, as well as workshops on Endnote and Zotero. The plagiarism and paraphrasing workshop introduces students to the legal, ethical, and philosophical issues underpinning the process and necessity of proper documentation. In the Zotero and Endnote workshops, librarians draw on their knowledge of information management, and specifically citation management, to show students how to use these robust research management tools. Zotero, a free open-source content management system and Endnote, a proprietary research management tool, are both popular for capturing and organizing research, as well as for creating citations. Sessions not only teach students how to use these tools, they also take the opportunity to teach students about the limitations of such citation tools.

How the Model has Evolved

The librarians at USCA have worked hard to create a comprehensive program of standardized citation instruction and support for students in all departments across campus. More could always be done, but in the spirit of encouraging student independence and academic rigor, there are a number of things that USCA library faculty have intentionally decided not to do, while other efforts have fallen by the wayside. First, other than the more robust tools like Zotero and Endnote, the USCA librarians have decided not to promote or support citation generators. These generators are problematic in that they make it easier for students to avoid learning how to construct citations on their own, and the generated citations often include errors of varying quantity and severity. Second, the librarians have agreed that the writing style of each citation style falls outside the scope of our duties and is better handled by the faculty teaching within those specific disciplines. Third, the

librarians will not sign off on citation consultations. In some cases, a professor or a teacher from the community will instruct their students to see a librarian and to get their signature as proof that they completed the requirement. In these situations, the students are less concerned with seeking out help than with having a librarian sign their paper. Since this is not genuinely helpful for them, the librarians refuse to sign these papers and instead contact the professor or teacher when possible to explain why.

As mentioned above, as the program has evolved, certain efforts have been abandoned. For example, the librarians used to sit down with students and go through their papers, checking for documentation issues. Besides being extremely time-consuming, the end-result essentially amounted to librarian-created citations. Instead of bringing a print copy of their papers, students would bring their laptops to librarians' offices and insist on making the corrections as they were pointed out to them. Now the librarians tell the students bring a print copy of their paper or works cited page, if possible, and insist that the student have specific questions in mind when they ask for help. Instead of questions like "can you make sure my article citations are correct," the librarians look for questions like "what if I cannot find a DOI" or "what if there is no author?"

Conclusion

Information literacy is multifaceted, and it is important that no aspect is neglected. The Gregg-Graniteville librarians at USCA saw an opportunity to collaborate with other campus entities to standardize citation instruction and support across campus and the curriculum. Over time this collaborative model of support has grown and evolved from a process that involved a lot of handholding into one that helps students begin to build a solid framework of understanding regarding the fundamentals and necessity of proper documentation and provides them with

the resources necessary for them to take more responsibility for the citations they produce. By engaging the issue of inconsistent citation instruction on campus and by creating and implementing a program to address it, the librarians at USCA make steady progress towards one of the primary goals of academic librarians, which is to help students to become more independent, sophisticated researchers.

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