

2C—THE CRITICAL LIBRARIANSHIP IN PRACTICE 1 #2

Jump Start: Rethinking the Role of Academic Librarianship in Graduate Writing

Martha Attridge Bufton (Carleton University); Aleksandra Blake (Carleton University); Susan Tudin (Carleton University)

Traditionally, many academic librarians have not seen themselves as teachers of writing-related skills—whether this is critical thinking and reflection on the writing process or a methodology for writing. Instead, we have limited our teaching roles to bibliographic or information literacy instruction and left writing to others—our status as teachers going underdeveloped in part, perhaps, because we are part of a profession that has been constrained by occupational roles that are highly gendered. We will discuss the traditionally gendered role of librarians as instructors, not teachers, how this role can be re-envisioned within a framework of critical librarianship, and how this reflection can be used to develop supports for graduate students that also expand our teaching role. Within this context, we will describe a new teaching program we have developed for graduate students that includes the teaching of a particular genre of academic writing, the literature review.