The Writing Librarian

The First Year
Why have a writing librarian?

- Writing “subject specialist”
- Streamlining engagement with composition faculty
- Ability to create information is as vital as ability to consume
- Thinking strategically: how can the library help students become better writers?
Programs and Initiatives

- Peer-to-peer tutoring
- Teaching through collections: fiction and zines
Peer-to-Peer Tutoring

- Partnership with UCLA Undergraduate Writing Center (new location in library)
- Training peer writing tutors in basic research skills
- Next step: train library peer research consultants in writing

photo credit: Caleb Adams/Daily Bruin
Peer-to-Peer Tutoring

Successes:
- Low effort, high impact
- Training went viral!

Challenge:
- Students didn’t associate library location with research help

Lessons learned:
- Training as cross-pollination rather than intensive investment
Fiction and Zine Collections

- Reading fiction decreases “discomfort with ambiguity” and prevents “seizing and freezing” on premature conclusions about information*
- Zines promote self-publication and democratic information landscape

Fiction and Zine Collections

Successes

- Healthy circulation rates
- Coverage by student media

Challenges

- Impact on information literacy difficult to assess
- Hard to guess what students want to read

Lessons Learned:

- Involve students in selection process
- Promote, promote, promote!
Other Initiatives

- “Research for creative writers” workshops
- Special Collections sessions
- Readings, workshops, and other events
- Online instruction modules
- Student-curated “community” collections
Thank you!

jglassman@library.ucla.edu