

Embedding University Library Writing Support Services into Curriculum Instruction: A Case Study of Southwest Jiaotong University (Postprint)

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Date: 2023-07-26T00:00:00+00:00

Abstract

[Purpose/Significance] The deficiency in writing ability among university students is a widespread phenomenon. Writing tutoring services provided by university libraries constitute an important means to improve students' writing literacy, and implementing embedded writing tutoring services significantly promotes the enhancement of students' writing capabilities. [Method/Process] This paper discusses the fundamental models of library-embedded writing tutoring services, investigating the specific targets, forms, and content of embedded services, as well as methods for evaluating their effectiveness. Using the service practice of Southwest Jiaotong University Library as a case study, it analyzes the experiences, existing problems, countermeasures, and recommendations in the practice of embedded writing tutoring instructional services. [Results/Conclusion] University libraries should select appropriate embedding models according to the specific conditions of their institutions, combined with disciplinary characteristics and specific course requirements, and strengthen the construction of long-term mechanisms.

Full Text

Preamble

ChinaXiv Partner Journal, Vol. 63, No. 22, November 2019

Exploration of College Library Writing Guidance Services Embedded in Curriculum Teaching: A Case Study of Southwest Jiaotong University

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Abstract

[Purpose/Significance] The lack of writing ability among college students is a widespread phenomenon, and writing guidance services provided by university libraries constitute an important means to improve student writing literacy. Developing embedded writing counseling services plays a significant role in enhancing student writing capabilities. **[Method/Process]** This paper explores the basic models of library-embedded writing guidance services, examining the specific targets, forms, content, and effectiveness evaluation methods of such services. Using the service practice of Southwest Jiaotong University Library as a case study, the paper analyzes experiences, existing problems, countermeasures, and recommendations from embedded writing instruction practice. **[Result/Conclusion]** University libraries should select appropriate embedding methods and models based on their institutional context, disciplinary characteristics, and specific curriculum requirements, while strengthening long-term mechanism construction.

Keywords: University library; Writing guidance service; Embedded instruction

Classification Number: G258.6

Embedded instructional services have become one of the primary forms of library-embedded subject services, also known as curriculum-integrated teaching services or collaborative teaching services [1]. The core concept involves librarians participating as teaching assistants or co-instructors in classroom or online teaching platforms, collaborating with subject faculty to enhance students' information literacy, self-learning capabilities, and research innovation skills while they master foundational professional knowledge.

Chinese higher education has long neglected systematic cultivation of student writing abilities, and it is widely acknowledged that college students possess poor writing foundations and lack basic writing knowledge. College students' writing expression abilities, particularly in logical thinking and critical thinking, are insufficient to meet societal innovation and development needs for talent. Therefore, cultivating comprehensive student abilities, including writing skills, represents an important objective of university education. As an academic service institution that serves as the university's information resource center and second classroom, the university library has a responsibility to contribute to writing literacy education. Relying on its own resources and talent advantages, libraries actively develop embedded writing guidance services, which not only extends embedded subject services and enriches embedded instructional content but also represents a positive exploration in helping college students improve their writing literacy.

1 Current Status of Research and Practice at Home and Abroad

Developed countries abroad began theoretical exploration and practical implementation of embedded instruction earlier, with the United States, Canada, and Australia taking leading positions. For instance, American university libraries started research and practice on embedded instructional services around the 1960s, and have since formed relatively mature theoretical frameworks and practical operation models. Embedded writing guidance service is a model that utilizes embedded teaching methods to deliver writing counseling. Represented by the United States, foreign university libraries generally emphasize the writing guidance function of libraries, making library services more extensive and in-depth. Almost all American university libraries provide writing guidance services for enrolled students, primarily through offering and participating in embedded writing courses known as “Writing Across the Curriculum” (WAC) programs. These courses mainly include basic writing learning and discipline-specific writing, guiding students in foundational writing and academic paper composition [2-4]. Additionally, many university libraries such as Purdue University and Texas A&M University have established writing centers or online writing labs whose primary function is to help and tutor students in learning to write [5-7]. Writing services have become an important component of many foreign university libraries and have substantially promoted the improvement of college students’ writing abilities, enabling libraries to play an increasingly important role in university teaching and research [8-9].

In China, research and practice on embedded instruction and writing services started relatively later. At the beginning of the 21st century, the concept of embedded instructional services was introduced to China, and some university libraries such as Capital Normal University and Shanghai Jiao Tong University introduced embedded teaching theories and methods into information literacy instruction, subsequently developing embedded instructional service practices and research [10-11]. In 2013, Pu Hongbin systematically introduced American university writing centers and their writing services in domestic publications, generating considerable inspiration for Chinese university libraries to develop related services [12]. In recent years, some scholars have recognized the positive role of libraries in improving college students’ writing literacy and proposed that university libraries should participate in college students’ thesis writing as supplementary instructors. Peking University, Shanghai Jiao Tong University, China Agricultural University, Beijing Normal University, and Wuhan University have conducted preliminary trials, with guidance content mainly including topic selection, literature review writing, and academic norms [13]. However, overall, writing guidance services in Chinese university libraries remain in the initial stage, with few libraries offering such courses, relatively single service models, and the practice not yet becoming mainstream or forming a systematic framework. The application of embedded teaching concepts to writing guidance services remains exploratory, and theoretical research on libraries’ embedded

writing guidance services is also scarce. In light of this, the Chinese library community should widely learn from foreign advanced experiences, apply relevant embedded teaching methodological systems, and integrate them with library writing guidance service systems to enhance university students' writing abilities.

2 Analysis of Elements of Library Embedded Writing Guidance Services

2.1 Service Content

The purpose of embedded writing guidance services is to rely on professional courses, leverage librarians' professional advantages, and provide students with comprehensive writing literacy education throughout the entire process. Librarians can utilize their expertise in resource discovery, retrieval, screening, acquisition, evaluation, management, and utilization to provide students with effective learning methods that improve their writing abilities while maintaining their interest in writing. An important principle in this process is to guide students in learning how to write and how to revise their own work, rather than writing and revising for them [14].

University courses can generally be divided into public foundation courses and professional courses. Public foundation courses are basic theoretical and skill courses in natural sciences and humanities/social sciences offered according to professional training objectives, making them suitable for embedding basic writing knowledge content and focusing on teaching fundamental writing skills. Professional courses aim to enable students to master necessary professional theories, knowledge, and skills, understand frontier scientific technologies and development trends in their field, and develop abilities to analyze and solve general practical problems within their specialty. This applied goal orientation of professional courses places higher demands on students' writing and innovation capabilities, making them suitable for deep embedding of library writing guidance services.

In terms of course hours, professional courses typically have more class hours, providing necessary time for embedding more writing knowledge content and allowing more flexible arrangements for writing instruction and classroom discussions. Professional courses also have higher requirements for the quantity and quality of assignments and assessments, thus enabling the design and implementation of more diverse writing exercises to provide students with more comprehensive writing training. Based on these characteristics, when selecting embedding targets, courses with low writing ability requirements can serve as general embedding objects, while public foundation courses and professional courses with high writing ability requirements, as well as courses with conditions for deep embedding—especially comprehensive practical activity courses and scientific innovation courses—should be prioritized as key embedding targets.

For students at different learning stages, the content system can be divided into three levels: primary, intermediate, and advanced.

2.1.1 Primary Level: Basic Writing Guidance and Training College students' writing abilities include applied writing and literary writing, with the former referring to common practical document writing, which constitutes basic writing ability. Embedded writing guidance services should focus on basic writing education, enabling students to understand and master the characteristics and writing methods of common practical documents such as plans, summaries, applications, and reports. Combined with professional course content, writing exercises should be designed around research reports and course assignment texts to provide students with necessary writing training while completing their professional courses.

2.1.2 Intermediate Level: Cultivating Academic Writing Interest and Ability The intermediate level of writing guidance aims to guide students toward professional academic writing. Librarians need to leverage their professional advantages in academic literature retrieval, academic norm cultivation, and academic ethics education, working closely with course instructors to help students understand the basic requirements, norms, and steps of academic paper writing from a disciplinary perspective. This helps students clarify the focus and main difficulties at each stage, develop preliminary academic writing abilities and literacy, and overcome their fear of academic paper writing while building confidence.

2.1.3 Advanced Level: Guiding Students to Complete Academic Writing Tasks Independently The main task of advanced-level writing guidance is to instruct students in independently completing writing tasks throughout the entire process, from topic selection and conceptualization to revision and even publication. Librarians can combine their professional backgrounds with course instructors to help students identify writing difficulties and problems, clarify writing tasks, evaluate research materials, and guide outline writing. During the formal writing stage, librarians guide students in correctly using citation rules, help analyze article structure, jointly explore argument and evidence usage, and point out common grammatical or collocation errors. Additionally, librarians leverage their advantages in academic research tools to introduce commonly used research tools such as data collection tools, literature management software, word processing tools, data analysis software, mind mapping tools, and electronic dictionaries to improve writing efficiency. After paper completion and revision, librarians also guide students in journal selection and submission until publication.

2.2 Service Objects

Students at different learning stages in universities have dynamically different needs for writing abilities. From freshman to senior year and through gradu-

ate studies, as grade levels increase, students' writing guidance needs gradually change. Therefore, it is necessary to subdivide guidance targets according to specific learning stages and levels, implementing "graded" education. For freshmen, the focus should be on cultivating awareness of library resource application; for seniors, the focus should be on developing writing abilities to complete a standard bachelor's thesis; for graduate students, the emphasis should be on cultivating research-related writing abilities such as literature retrieval, review analysis, and academic paper writing; for advanced graduate students, more professional writing guidance should be provided based on deeper needs such as research project application and research report writing.

2.3 Service Models

In the process of developing embedded subject services and embedded teaching practices, Chinese and foreign university libraries have explored and summarized many feasible teaching models and methods. This study discusses embedded writing guidance services as an extension and development of library-embedded teaching services based on the theoretical framework of embedded subject services. According to different forms of librarian participation and degrees of course involvement, this paper summarizes library embedded writing guidance service models into three types: intervention, full-tracking, and teaching assistant modes, as shown in [Figure 1: see original paper].

2.3.1 Intervention-Embedded Teaching Intervention-based writing guidance teaching combines professional course instructors' teaching arrangements and student needs, with librarians designing customized teaching content. Writing knowledge is delivered through concentrated thematic lectures within planned class hours (in class or during tutoring time), or targeted group tutoring is conducted based on writing problems identified in student assignments [15], with multiple methods often combined in practice.

The advantages of intervention-embedded teaching include minimal class hour consumption, low impact on professional course systems and schedules, flexibility to implement embedding at any stage of professional courses, and adjustable embedding frequency (single or multiple sessions). It is also easy to coordinate, requiring only agreement with the target course instructor. However, limitations include restricted available class hours, inability to comprehensively and systematically teach writing content, difficulty in significantly improving student writing literacy, and potentially reduced student emphasis since teaching content is not integrated into the professional course assessment system.

2.3.2 Full-Tracking Embedded Teaching Full-tracking embedded teaching service refers to librarians' deep participation in all teaching stages of a professional course, from preparation and implementation to grade assessment [16]. Its advantages include strong relevance that closely aligns with teaching content needs and student demands, guaranteed completeness and flexibility of

embedded content, sufficient class hours to comprehensively present the writing knowledge system, and high acceptance and recognition by students, resulting in good teaching effects. This model is particularly suitable for professional courses with high writing ability requirements, such as scientific innovation practice and research courses. The challenge lies in the full integration of writing content with professional course content and assessment methods, requiring organic combination. This model demands high qualifications from embedded librarians, who must possess not only high writing literacy but also strong professional disciplinary backgrounds to flexibly arrange embedded content according to course needs. It also requires substantial time and effort from both professional faculty and librarians, along with coordination among multiple teaching units and necessary conditions created from management and institutional perspectives, making communication and coordination difficult and often requiring top-level institutional design. Consequently, this teaching model is difficult to popularize widely in practice.

2.3.3 Teaching Assistant Embedded Mode The teaching assistant embedded mode refers to librarians participating in professional course teaching processes not as independent instructors but as teaching assistants. On one hand, they place various reference materials needed for courses on online learning platforms (such as discussion groups, forums, etc.) for faculty and student reference. On the other hand, librarians provide writing consultation services to students through online interactive communication or face-to-face exchanges, promptly answering writing-related questions and helping students better complete course assignments and reports.

The teaching assistant embedded mode can be more student-centered, facilitating personalized guidance and one-on-one tutoring with flexible arrangements that do not consume embedded course class hours. It can leverage online platforms to provide real-time writing consultation services, review student assignments, or organize online discussions on common topics. Additionally, writing centers or writing labs can be established to provide continuous writing guidance services, offering sustained tracking and customized services for improving student writing abilities. The limitation of this model is that guidance content may not be systematic and requires high student initiative and enthusiasm.

In summary, a comparison of advantages and disadvantages of different writing guidance service embedding forms is shown in .

Table 1 Comparison of Advantages and Disadvantages of Writing Guidance Service Embedding Forms

Embedding Form	Advantages	Disadvantages
Intervention	Minimal class hour consumption, low impact on professional course systems and schedules; flexible implementation at any stage with adjustable frequency; easy coordination	Cannot comprehensively and systematically teach writing content; difficult to significantly improve student writing literacy
Full-Tracking	Strong relevance, closely aligned with teaching content and student needs; guaranteed content completeness and class hours; comprehensive presentation of writing knowledge system	High requirements for embedded librarians; requires substantial time and effort from faculty and librarians; needs coordination among multiple units; difficult to popularize
Teaching Assistant	More student-centered, facilitating personalized guidance and one-on-one tutoring; flexible arrangements without consuming course class hours	Guidance content not systematic; requires high student initiative and enthusiasm

2.4 Service Evaluation

The ultimate goal of embedded writing guidance services is to promote the improvement of college students' writing abilities. Student feedback is crucial to embedding activities and directly affects subsequent promotion. Therefore, effectiveness evaluation should be considered an important component of embedding activities, focusing on the core issues of embedding activity effectiveness and value. Evaluation targets mainly include feedback from students, faculty, and university administrative departments. In terms of evaluation methods, different approaches should be selected for different targets. For students, self-assessment methods can be adopted, such as conducting questionnaires before

and after embedding for comparative observation, with qualitative and quantitative analysis of results to examine whether students' writing literacy has significantly improved. For professional course instructors, individual interviews can be used to deeply collect opinions and suggestions on embedded content and methods. For teaching administrative departments, joint symposiums can be held to widely collect feedback. Additionally, peer evaluation can be conducted as needed to summarize experiences, improve methods, and enhance service value and effectiveness.

3 Embedded Writing Guidance Practice at Southwest Jiaotong University Library

3.1 Current Practice

In recent years, Southwest Jiaotong University (SWJTU) Library has actively explored embedded writing guidance services through its Reading and Writing Center, aiming primarily to cultivate college students' reading and writing abilities. Leveraging the library's function as an information resource center and its professional technical strength in reading and writing, the center coordinates teaching activities related to reading and writing ability cultivation across the university and provides relevant hardware/software conditions, consultation, and guidance. Currently, the center uses embedded teaching as its service method, combined with online tutoring and individual guidance, to develop corresponding writing guidance content modules for students at different stages and complementary embedded teaching models based on different course characteristics and demand features. The process has mainly involved preliminary research and preparation, embedding plan formulation, pilot implementation in individual classes, feedback collection, and gradual expansion of pilot scope. In 2016, three librarians launched pilot programs for four classes, which has gradually expanded. By 2018, over ten librarians had participated in embedded teaching practice, providing writing guidance embedded instructional services for 40 professional courses covering general education foundation courses, professional foundation courses, and professional core courses, reaching approximately 1,300 students across undergraduate and graduate levels.

3.1.1 Organizational Structure Since its establishment, the SWJTU Reading and Writing Center has gradually improved its organizational operation mechanism. The center has established a relatively complete organizational structure system comprising development guidance professors, responsible professors, backbone teachers, librarians, and graduate teaching assistants according to development needs (see [Figure 2: see original paper]). Development guidance professors provide directional guidance for center development; responsible professors oversee center planning and construction, formulate work plans, research and implement faculty training programs, and establish quality monitoring and guarantee regulations; subject librarians and backbone teachers serve as the main body of embedded writing guidance services, assisting re-

sponsible professors in course construction, completing classroom teaching and training lectures, and undertaking high-level teaching construction, reform, and research; teaching assistants are mainly responsible for daily consultation, activity implementation, accepting student appointments, and coordinating schedules between librarians and faculty. By the end of 2018, the center had hired five development guidance professors, all of whom had long been engaged in teaching and management of writing-related courses with rich writing experience and knowledge accumulation. The center also employed over ten writing course instructors as backbone teachers from across the university and established a “mentorship” mechanism where experienced librarians guide new librarians to further expand the center’s teaching assistant team.

3.1.2 Embedded Content The demand for writing guidance from faculty and students is the starting point for library writing guidance services. Through interviews and surveys of SWJTU students and faculty, most respondents considered it necessary for libraries to provide services to help improve writing abilities and expressed hopes for assistance in writing material collection and management, academic ethics and norms, writing techniques and technical details, article revision, and journal selection. They recommended that libraries adopt flexible and targeted guidance models based on classroom writing tasks. However, students at different learning stages showed different demand tendencies: lower-level undergraduates preferred guidance on common practical document writing and course assignment report writing; mid-to-upper-level undergraduates focused mainly on literature retrieval, literature management, and thesis writing norms for degree thesis completion; graduate students primarily needed guidance on academic paper writing and publication, research proposal drafting, English literature retrieval and reading, and English paper writing, with some also needing guidance on research fund application writing techniques; faculty mainly hoped librarians could assist students in course investigation and research report writing, academic ethics and norms, and degree thesis writing.

In implementing embedded writing services, SWJTU librarians carefully planned three levels of guidance content based on preliminary interview research. At the primary level, librarians leveraged the library’s rich collection resources and professional advantages in material searching, literature collection, and reference book recommendation to provide corresponding guidance, and coordinated internal and external professional teaching forces to conduct basic writing knowledge lectures. At the intermediate level, librarians joined thesis advisor teams during undergraduate thesis topic selection stages to conduct concentrated thematic lectures on thesis topic selection rules, methods, and techniques, as well as common literature retrieval methods and management skills, helping students complete topic selection. During formal writing, they helped students familiarize themselves with thesis structure and requirements, guided them to follow writing formats and norms, master key chapters such as literature review and references, and provided valuable guidance on writing material acquisition and selection. At the advanced level,

librarians combined their professional backgrounds with course instructors to help students identify writing difficulties and problems, clarify writing tasks, evaluate research materials, and guide outline writing. During formal writing, librarians guided students in correctly using citation rules, helped analyze article structure, explored argument and evidence usage, and pointed out common grammatical or collocation errors. Additionally, librarians leveraged their advantages in academic research tools to introduce commonly used research tools such as data collection tools, literature management software, word processing tools, data analysis software, mind mapping tools, and electronic dictionaries to improve writing efficiency. After thesis completion and revision, librarians also guided students in journal selection and submission until publication.

3.1.3 Course Selection In the process of embedding writing services, SWJTU Library has embedded services in both public foundation courses and some professional courses. For public foundation courses, implementation primarily focuses on primary-level content—basic writing technique cultivation—according to course nature and writing ability requirement characteristics. Professional courses have higher requirements for assignment quantity and quality, thus providing conditions for designing and implementing more diverse writing exercises to comprehensively improve student writing abilities. In practice, the embedding process emphasizes cultivating students' academic writing interest and ability, focusing mainly on intermediate-level content with primary-level content interspersed as appropriate.

3.1.4 Embedded Models In recent years of embedded writing guidance practice, intervention-embedded teaching has served as the core service model. Before class, center teaching assistants proactively contact target course instructors (or team leaders) by phone or email. After receiving demand feedback, the center coordinates embedded librarians to communicate with professional course instructors to clarify specific requirements such as embedding time and discuss key embedding content points to improve guidance relevance. Typically, 1-2 sessions of guidance are embedded during the teaching process in lecture format according to course nature and professional course arrangements. Embedded content adopts a “modular + customized” approach, where content modules are relatively fixed but can be flexibly organized according to target course nature, instructor requirements, and embedding frequency. In addition to intervention-embedded teaching, the library also provides one-on-one and small-group writing guidance services through appointment systems, with individual librarians deeply participating in student thesis writing guidance as members of college thesis advisor groups.

3.2 Existing Problems

After each embedded service session, the center conducts follow-up visits with course instructors and class students. Based on random sample questionnaires

and interviews, feedback is collected to promptly understand implementation status. Surveys and interviews indicate that faculty and students generally consider embedded guidance services to be strongly targeted and practically operational with good overall effects, and that trained students have shown certain improvements in writing quality. However, faculty and students also reported issues requiring improvement:

In terms of organizational mechanisms, the current center's teaching team consists mainly of library librarians, with relatively few backbone teachers from other disciplines. In actual guidance, services often start from librarians' own characteristics and advantages, making it difficult to timely respond to students' diverse and personalized writing needs.

Regarding embedding targets, current practice still focuses mainly on public foundation courses and professional courses for lower-level undergraduates, with less embedding practice for upper-level undergraduate professional courses and graduate-level courses. Additionally, the hierarchical classification of embedding targets is relatively general and insufficiently refined, with inadequate responses to different writing needs of students at different grade levels and with different disciplinary backgrounds.

Concerning embedded content, current practice still emphasizes primary and intermediate levels, providing content such as information retrieval, academic paper writing, and common academic tool usage methods in professional course teaching according to different college and course teaching requirements. Due to faculty and other constraints, advanced-level embedding activities are insufficient, and there is a lack of in-depth guidance on disciplinary or professional writing tasks and processes, with room for improvement in targeting.

Regarding embedding methods, current activities mainly adopt intervention-embedded teaching, primarily providing 1-2 embedding sessions in thematic lecture format according to course needs. Full-tracking embedding and teaching assistant embedding remain in the exploratory stage. Additionally, current guidance mainly takes the form of offline face-to-face tutoring, and due to insufficient embedding faculty, one-on-one tutoring and other special guidance require advance appointment, lacking flexibility for students.

4 Countermeasures and Recommendations

4.1 Establish Course Incentive Mechanisms to Improve Participant Motivation

To mobilize the enthusiasm of faculty and students and maintain effective operation of the writing guidance service team, establishing corresponding incentive mechanisms is essential. First, for faculty participating in embedded teaching, reasonable workload assessment mechanisms should be established, integrating their teaching work into faculty assessment and compensation systems. Second, teaching assistants play positive roles in the daily operation and maintenance of

writing centers, undertaking substantial routine work, and should receive appropriate compensation and rewards based on actual conditions. Finally, student participation in writing courses should be incentivized through credit recognition systems and other means. Writing-related activities and competitions should be organized for student groups to provide platforms for self-expression, and award settings should be used to increase attention to relevant activities and student participation enthusiasm.

4.2 Strengthen Teaching Team Building and Optimize Faculty Structure

Teachers are the direct implementers of writing guidance services, and the professional composition, writing ability level, and research/teaching capabilities of the faculty team directly affect the quality of writing guidance courses. To improve the comprehensive quality of writing guidance services, it is necessary to mobilize writing enthusiasm across the entire campus and encourage faculty from different disciplinary backgrounds and administrative staff to serve as writing guidance instructors to expand the service faculty team. Meanwhile, senior graduate students with good writing literacy should be recruited to conduct peer tutoring and provide auxiliary writing guidance services, establishing a student writing tutor team. Regular writing seminars and tutor training should be conducted within both the instructor team and student writing tutor team to improve the comprehensive writing guidance capabilities of the faculty team.

4.3 Strengthen Writing Curriculum System Construction and Enrich Guidance Content

To further improve the content system of writing guidance services, further attempts are needed in writing curriculum system construction. Diversified writing guidance courses should be established, and various types of writing guidance courses such as academic assignment, research project application, official document, examination, and other categories should be offered according to specific faculty and student needs. Corresponding teaching syllabi should be formulated for different writing courses to standardize teaching content and methods, gradually improving curriculum system construction and integrating it into the university curriculum system. This would enable writing training and cultivation to run through the entire university education stage, improving student writing abilities from multiple aspects.

4.4 Promote Hierarchical Subdivision of Guidance Targets to Improve Service Targeting and Adaptability

Students' writing ability needs show dynamic differences across different learning stages in universities. From freshman to senior year and through graduate studies, as grade levels increase, students' writing guidance needs gradually change. Therefore, it is necessary to subdivide guidance targets according to

specific learning stages and levels, implementing “graded” education. For freshmen, the focus should be on cultivating awareness of library resource application; for seniors, the focus should be on developing writing abilities to complete a standard bachelor’s thesis; for graduate students, the emphasis should be on cultivating research-related writing abilities such as literature retrieval, review analysis, and academic paper writing; for advanced graduate students, more professional writing guidance should be provided based on deeper needs such as research project application and research report writing. Additionally, different embedded content should be selected according to the different natures and characteristics of target courses to improve service targeting and adaptability.

4.5 Accelerate Online Teaching Platform Construction to Improve Service Quality

By building an online teaching platform, various limitations of offline face-to-face guidance can be overcome, enabling online appointment and instructor guidance to make services more flexible and meet students’ more diverse and personalized service needs. The platform should provide a series of online teaching support tools such as multimedia instruction, online Q&A, online assignment submission, and online examinations to facilitate course management. Librarians can use the platform to organize and centrally provide relevant writing resources to support faculty teaching and student self-learning, while students can conduct online learning exchanges through the platform.

Conclusion

The proposition of “undergraduate education as the foundation” signifies the return to the original mission of higher education, requiring universities to comprehensively improve talent cultivation capabilities. Cultivating high-level talent cannot be separated from writing literacy education. Embedded writing guidance teaching services achieve a high degree of integration between writing literacy education and students’ professional learning, representing an effective teaching model for writing literacy education. University libraries, with their abundant professional teaching resources, talent resources, and space resources, possess numerous advantages in providing writing guidance services and should take proactive action to actively provide various forms of writing guidance services. According to specific institutional contexts, disciplinary characteristics, and specific curriculum requirements, libraries should select appropriate embedding methods and models, strengthen long-term mechanism construction, focus on improving college students’ writing literacy, and play a positive role in cultivating high-level innovative talent.

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Author Contributions

Yang Yong: Proposed research ideas and structure, collected and organized research materials, wrote the paper; Liu Yun: Proofread and revised the paper; Gao Fan: Guided paper writing.

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Library and Information Service Magazine
June 2019

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