

and University Libraries (SCONUL) in the UK. The survey focuses on exploring issues and opportunities pertaining to staff skill development in support of the digital needs of users. Charles Inskip finds that a comparatively high number of respondents report staff skills for supporting digital scholarship to be at a novice level. Inskip also finds a noticeable gap among respondents in their intent to prioritize projects and strategic approaches that would best upskill librarians in the digital realm. In light of these observations, Inskip warns that users may choose to turn away from libraries to meet their digital needs. The chapter that follows takes a different turn, discussing strategy for the realignment of staff resources within a quality enhancement framework. While this chapter would serve as a useful guide for strategic planning efforts, the reader is tasked with making her own connections between the information presented and the realm of digital scholarship.

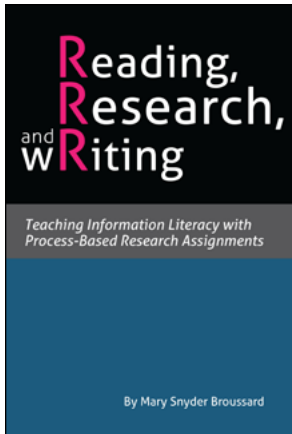
Digital spaces and services set the theme for the third section of the book, which is most helpful in terms of informing planning and praxis. Chapter 6 stands out in particular and should be considered required reading for anyone planning a digital scholarship center. Most memorably, Tracy Bergstrom offers an insightful case study of the University of Notre Dame's Center for Digital Scholarship. She shares how funding and staffing limitations can be mitigated by the creative and expansive thinking of center administration and staff. Continuing with the topic of emerging roles and services, David Clay's chapter leverages a case study of the University of Salford to illustrate how libraries might realign staffing and resources in support of new models of engagement with scholars in the research process.

The final section of the book offers two chapters on communications and social networking; while chapter 8 feels like more of a topical stretch overall, Alison Hicks' chapter succeeds with a course correction. Hicks argues for a rethinking of the formulation of workshops for scholars in the area of networked participation. In lieu of teaching technical features, she makes a compelling case for involving scholars in the critical assessment of comparable software tools. This allows workshops to focus on the needs of individuals by promoting informed decision making and empowering scholars to choose tools that best suit their needs.

Overall, the editors are successful in achieving their goal of exploring the "relationship between digital scholarship, contemporary academic libraries and professional practice" (xiii). This relationship, for the most part, is woven into the fabric of the chapters themselves, punctuated with effective grounding in the literature and a deliberate embedding of case studies throughout. We are reminded that an effective digital scholarship program extends far beyond the instrumentality of promoting proficiency with technical tools, but rather addresses how one might effectively reimagine resources and find new paths to sustainability. In an environment where "the focus has shifted from enabling consumption to enabling creation," we might find useful a corresponding adjustment to the vision for academic libraries: striving less for library integration and focusing instead on finding ways of embedding the university within the library (123).—*Andrea Kosavic, York University*

Mary Snyder Broussard. *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments*. Chicago: American Library Association for the Association of College and Research Libraries, 2017. 140p. Paper, \$40.00 (ISBN 978-0-8389-8875-6).

Any academic librarian involved in reference and instruction can point to many titles that examine information literacy. In the case of Mary Broussard's *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments*, the reader will find a book that takes a more holistic view on the subject. In this case, that



view also includes exploring how reading and the writing process are as important as and critically connected to the research process.

Unlike other books that deal with writing, the heavy focus on the importance of reading for comprehension plays an important role in producing quality writing. Throughout the book, the author also emphasizes that there is a clear difference in how one writes from sources versus other forms of writing. It is this writing from sources' perspective that the book centers on and that is often the basis of student research paper assignments by faculty. Also unlike other books on writing, the author stresses that it is the process that is more important to student learning and improved writing than the final product. With a focus on the process, the author organizes the book to examine the stages of the

process intertwining it with how information literacy instruction can be improved and better serve student learning.

The book consists of six chapters, with the first chapter focusing on the problems that have led to the writing of the book. In it, Broussard lays out the challenges that students face with both reading and writing, identifying several problems within the current academic environment that necessitates librarians studying reading and writing research. The author also explains her own frustrations in trying to provide impactful information literacy instruction.

Chapter 2 is the theory chapter. After covering several critical cognitive theories, Broussard lays out the theory of process-based information literacy. Aware of the standards and frameworks that have been created to facilitate information literacy, the author explains how the theory aligns well with them. The reader will want to read the attributes of the theory's model twice: first, to understand each of the six components of the model and how they might apply; then, the second time, to see just how they all fit together in what is really a simple yet robust model.

One will find that chapters 3 and 4 can be read independently of the other chapters in case someone wanted to explore just the topic of "low stakes writing" (chapter 3) or "reading for comprehension" (chapter 4). In chapter 3, Broussard explains that what is often taught about writing is not the way most quality writing is done. By allowing students to do "low stakes" writing, students will produce much better "high stakes" writing, especially when students receive feedback on their "low stakes" writing. After providing examples of types of "low stakes" writing, Broussard explains the ways it impacts the overall writing process. This reviewer even began to reflect on how I have used such methods in my own writing. It is in chapter 4 that the author takes a deeper dive into reading for comprehension and provides guidance on how closely aligned the reading process is with the goals of information literacy. Focusing in on how a reader draws meaning from a text, Broussard provides a series of exercises that can be used to teach students. The seven different strategies given include tools that readers can easily pull out and use immediately in their own work.

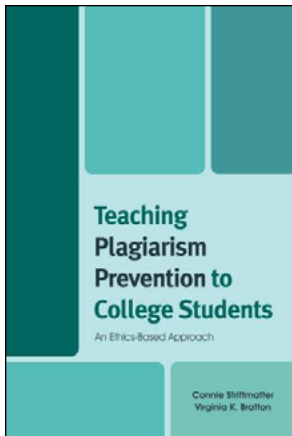
Throughout the book, information literacy is touched upon from different angles. It is in chapter 5 that the reader will find the greatest emphasis on information literacy. It is here that the author explores writing from sources in greater detail. It is also within this chapter that the author outlines the importance of integrating information literacy into the curriculum. Instructional design and support for improved process-based information literacy are examined. Examples of instructional support are provided

to facilitate conversations between librarians and faculty. The examples also provide ways in which librarians can work directly with students.

The challenges of putting process-based information literacy into practice are addressed in the final chapter. Depending on the environmental conditions that may exist at one's own institution, implementing the program may require significant coordination with colleagues and faculty. The author offers suggestions on how to look at one's own situation and respond.

Each chapter ends with a lengthy listing of references. At first the reader of the book will acknowledge that the author has done her homework until the reality of the context of the book begins to set in. This is the point that the quality of the book begins to really come through as you realize that the book has been constructed using the principles presented in the book. The quality of the writing is clear, the concepts are very well organized, and you will feel like you are able to pull valuable content from nearly every paragraph. The book does not have an index at the end, although one may find that to be less of an issue since the book is relatively short. That said, it is surprising just how much the book covers in so few pages. This again is a nod to the quality of the process used in the writing of the book. All academic librarians should read this book, as well as any faculty member you may want to persuade to work with the library.—Mark Shelton, *College of the Holy Cross*

Connie Strittmatter and Virginia K. Bratton. *Teaching Plagiarism Prevention to College Students: An Ethics-Based Approach*. Lanham, Md.: Rowman & Littlefield, 2016. 158p. Hardbound, \$75.00 (ISBN 1-4422-6440-3). LC 2016-012049.



“The goal of this book is to introduce a new approach for delivering plagiarism prevention instruction.” Stated in the preface, the authors start with their goal for the book and work backward. Plagiarism is an unethical behavior, so changing student attitudes toward this behavior is the key to decreasing plagiarism rates. Written by Connie Strittmatter, the head librarian for access services at Boston College, and Virginia K. Bratton, an associate professor of management in the Jake Jobs College of Business and Entrepreneurship at Montana State University, this book is for librarians and primary course instructors who provide plagiarism prevention instruction. Plagiarism prevention instruction should exist at the institutional level, or at the very least, the departmental level to constitute change.

Teaching Plagiarism Prevention to College Students is broken into three parts. Part I focuses on plagiarism and academic integrity as an ethical issue. The public turns to institutions of higher education to help students consider their ethical choices, because academic dishonesty is a widespread and growing problem today. Unfortunately, unethical behavior in college usually leads to the same in work contexts, because the social and cultural systems that make up our society influence our ethical beliefs and decision making. There is little doubt that the *ethical climate* of a university is shaped by that university's academic code of conduct and its enforcement of it. Stated multiple times in the first two chapters, responsibility needs to shift from faculty to student.

In Part II, the book introduces Plagiarism and Ethics Awareness Training, or PEAT, and focuses on instructional techniques for incorporating it into the curriculum. PEAT should be combined with traditional plagiarism prevention instruction, and it is im-