



Volume 62 | Issue 2

Article 30

12-1-2019

Veach's "Teaching information literacy and writing studies: Volume 2: Upper level and graduate courses" (book review)

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Recommended Citation

Rice, Curt (2019) "Veach's "Teaching information literacy and writing studies: Volume 2: Upper level and graduate courses" (book review)," *The Christian Librarian*: Vol. 62 : Iss. 2 , Article 30.
Available at: <https://digitalcommons.georgefox.edu/tcl/vol62/iss2/30>

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Book Reviews



Veach, G. (Ed.). (2019). *Teaching information literacy and writing studies: Volume 2: Upper level and graduate courses*. West Lafayette, IN: Purdue University Press. 289 pp. \$39.95. ISBN 9781557538314

This is the second in Grace Veach's (Southeastern University) series on integrating information literacy with the teaching of composition. Veach's first volume focused on integrating information literacy instruction with first-year college composition. This second volume, as the subtitle indicates, carries her work forward to concentrate on upper and graduate level instruction. Veach focuses on the disciplinary aspects of information literacy, specifically writing and composition. In Veach's model, composition instructors and librarians work together to promote information literacy, as both disciplines are pertinent across the curriculum. Veach thus views information literacy and writing studies as two related disciplines. The essays in her two volumes extend information instruction from the exclusive purview of librarians and makes it a discipline that intersects with writing studies. In fact, 25 of the 40 contributors are writing instructors and specialists, and only 15 are librarians.

This volume is especially valuable for librarians, writing center instructors, and teachers of writing, as well as for curriculum writers. The intent is to bring information literacy into the mainstream of higher education instruction.

The volume is divided into four sections with a total of 21 chapters. Part 1, "Theorizing Information Literacy and Writing Studies," explores alternative ways to view information literacy and writing instruction. This includes information behavior theory, as well as the place of the ACRL *Framework* in writing studies. Part 2, "Information Literacy as a Rhetorical Skill," examines the changing role of the librarian from being merely a teacher of skills to one who encourages students to reflect on their use of sources. Part 3, "Pedagogies and Practices," focuses on the writing classroom. The authors in this section write about their experiences in integrating information literacy, especially the *Framework*, into upper level and graduate writing education. The *Framework* offers new ways for graduate students to move from simply finding information to synthesizing this information. Part 4, "Writing and Information Literacy in Multiple Contexts," moves the discussion to specific aspects of information literacy/writing, including specific settings, such as the writing center, copyright, and citation instruction.

Teaching Information Literacy and Writing Studies (Vol. 2), is a masterly compilation of studies, each of which could stand alone as a separate entity. Each contribution is well documented with a list of references. Dr. Veach includes an index and a sketch of each contributor's professional qualifications.

Reviewer

Curt Rice, Indiana Wesleyan University