

Jacobson, Trudi E. and Thomas P. Mackey, eds. *Information Literacy Collaborations That Work*. New York: Neal-Schuman Publishers, 2007. 264p. \$85.00. (ISBN: 1-55570-579-0)

Despite serving in leading roles in information literacy initiatives at their institution, through the eyes of students, academic librarians are often seen as secondary characters cast in supporting roles. While some might see the futility of this predicament, the editors Trudi E. Jacobson and Thomas P. Mackey only recognize the possibility -- "When faculty members and librarians learn to rely on one another, the process of learning itself will be transformed (xviii)."

Jacobson and Mackey have selected fourteen examples of successful information literacy initiatives. They are organized into three parts: academic programs (undergraduate programs and graduate education), disciplines (humanities, social sciences, and sciences), and technology (web, video, wireless, and blogging). The most valued and interesting insights appear in the first two sections. In particular, the second chapter entitled "Building an Informed Citizenry: Information literacy, First-Year Writing, and the Civic Goals of Education" takes an entirely original approach. Instead of teaching the research process in the standard linear fashion, they apply a rhetorical approach that invokes a "spiral" nature of the process (28). Sadly, the final section was the least impressive or inspiring, since no truly new or innovative technologies were implemented. However, with such a wide breadth of scenarios, almost everyone should be able to find something to apply to their library.

Both librarians and faculty members collaborated in the classroom in addition to co-writing the chapters together. While proposing interesting ideas, the authors inconsistently provided implementation details. On several occasions, they gave titles or descriptions of assignments, but not examples of teaching materials. For instance, in the chapter "Information Literacy and Undergraduate Research: Meeting the Challenge at a Large Research University," University of California, Berkley was awarded a four-year grant from the Mellon Library and Faculty Fellowship for Undergraduate Research to include information literacy instruction into their undergraduate program. When describing the curriculum and course redesigns, the authors provide detailed summaries and snapshots, but neglect to include copies of assignments and handouts. Perhaps in an effort to offset these weaknesses, the editors invite the reader to contact the authors directly via emails provided at the end of each contributors' biographical statements. In general, all of the authors provide a balanced approach to the theory and practice of teaching information literacy. Overall, I would recommend this book to any instruction librarian who wants to build partnerships with his or her faculty colleagues.

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