Andrea Baer, *Information Literacy and Writing Studies in Conversation: Reenvisioning Library–Writing Program Connections*. Sacramento, CA: Library Juice Press, 2016, 191 pp., \$28.00.

Carly Diab

Emily Carr University of Art + Design

In *Information Literacy and Writing Studies in Conversation: Reenvisioning Library–Writing Program Connections*, Andrea Baer explores the connections between research and writing processes to explore the benefits and possibilities of collaboration involving information literacy and composition instruction. The book has five chapters addressing empirical studies about students as writers and researchers, frameworks used for writing and information literacy, examples of writing centre–library collaborations, a discussion on the potentials for collaborations, and recommendations for moving forward. Baer uses her experience as a librarian and her knowledge of writing and composition instruction to provide a balanced perspective on the benefits of writing and information literacy collaborations.

Baer begins with an examination of empirical studies about students’ research and writing processes. She explores how research and writing instruction has evolved in higher education by moving away from traditional procedural methods towards a more meaningful, connected approach that involves questioning the social contexts of research and writing. She observes that in the past information literacy and writing instruction often focused on skill development using tools that decontextualized the process, and that now such instruction uses a more holistic method where research and writing processes inform one another. She recognizes that research is not linear or mechanical, nor is it isolated from other academic activities. Furthermore, research and writing are both analytical, interpretive, and argumentative—not simply the acts of gathering facts and reporting information. Since scholarly writing is intertwined with the research process, there are pedagogical opportunities for connecting research and composition in instruction sessions.

The research discussed in Baer’s book is based on various scholarly concepts, including the concept of “teaching for transfer” and ideas from the report *How People Learn* (National Research Council 2000). “Teaching for transfer” is the idea that

concepts learned in one context can be applied to another. *How People Learn* is an evidence-based research project by the National Research Council that describes a full and complex picture of human learning, as well as how the ways that people learn have implications for teaching. Baer draws on these concepts to suggest that an effective pedagogical approach would encourage curiosity and meaningful acts of inquiry in research and writing, rather than finding information for an assigned purpose.

Baer continues in the third chapter by providing a detailed comparison of the Writing Program Administrators' *Framework for Success in Postsecondary Writing* (2011) and the Association of College & Research Libraries' *Framework for Information Literacy for Higher Education* (2015). Baer carefully analyzes and finds similarities between the two frameworks to show how seamlessly they can be connected in pedagogical practice. By weaving these frameworks together, information literacy and composition instruction can consider rhetorical and social contexts, and the social and affective dimensions of writing and information literacy, so that students are better able to make connections between their writing and information-gathering practices.

In the next chapter, Baer outlines examples of collaborative projects between librarians and writing centre coordinators. She describes the findings from research interviews she conducted to find out how librarians and compositionists in universities came to work together. She describes each partnership in detail, explains the projects that stemmed from their collaborations, and discusses themes she observed in the participants' collaborations. Among the themes, she found that there were challenges in establishing and sustaining partnerships and multiple benefits to collaborating.

Baer continues in the next chapter by describing the interpersonal and social factors that have an impact on collaboration between writing centres and libraries. These include organizational culture, differences in pedagogical approaches and methods, and structural conditions, which can all create barriers for writing centre staff and librarians. For example, misconceptions about information literacy and composition instruction can affect how the work of librarians and writing centre coordinators are valued and implemented by administrators and faculty in the institution. After defining the barriers, Baer reexamines the institutional positions of writing and information literacy and offers some solutions for moving forward. Two examples of ways of moving forward are to look for similarities in the missions for composition and information literacy instruction and gain a better understanding of one another's roles.

The author is a librarian but is informed by her research in writing and literature; therefore, she has a balanced approach and gives equal attention to both writing centre and library research frameworks. She also shows a first-hand understanding of the benefits of interdepartmental collaboration for students when they are encouraged to see the connections between information literacy, research, and writing. The intended audience or readership is academic librarians and writing centre staff, particularly those whose work involves instruction or information literacy and those who have an interest in collaborating with scholars outside of their department. Equal attention is given to both professions.

The book is well researched with footnotes and an extensive bibliography. It includes research from both library and writing centre perspectives. The sources and evidence are current and relevant to the topic, including work from individual scholars and relevant associations. A thorough index serves as a useful finding aid. The writing style is well articulated and scholarly, and written in way that is easy to comprehend for both writing centre and library workers, who may not be wholly familiar with one another's professional jargon. Terms or concepts that may be unfamiliar to either profession are explained clearly.

The author successfully achieves her purpose of encouraging and justifying collaboration between writing centres and libraries to provide students with a well-rounded introduction to the research and writing process. The book contributes to knowledge of learning commons collaborations, information literacy instruction, and composition instruction. It relates well to current conversations in those fields. This book is recommended for anyone interested in information literacy, composition, or collaboration with writing centres or librarians.

REFERENCES

- Association of College & Research Libraries. 2015. *Framework for Information Literacy for Higher Education*. Chicago: American Library Association. [HTTP://WWW.ALA.ORG/ACRL/STANDARDS/ILFRAMEWORK](http://www.ala.org/acrl/standards/ilframework)
- Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project. 2011. *Framework for Success in Postsecondary Writing*. Berkeley, CA: National Writing Project. [HTTP://WWW.WPACOUNCIL.ORG/Framework](http://www.wpacouncil.org/framework)
- National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: National Academies Press. [HTTPS://DOI.ORG/10.17226/9853](https://doi.org/10.17226/9853)