Stop Plagiarism is not a silver bullet, but it is pretty darn close. This collection of essays is divided into three sections: "Understanding the Problem," "Finding Remedies," and "A Practitioner's Toolkit." The coverage is not comprehensive, but it is current and utilitarian. The editors' goals are to help educators teach, model, and promote honesty, and they achieve those goals with a balance of essays on both the theoretical and the practical aspects of combating plagiarism.

The opening section frames current issues and theories very well. How do student perspectives challenge traditional views of what constitutes originality and who owns ideas, and where are those perspectives coming from? What new strategies and approaches can educators implement to account for those perspectives? Engagement with these issues and others like them will encourage educators to rethink the ways they discuss plagiarism with students and colleagues. Mixed in is a practical chapter on paper mills with links to some of the worst offenders.

Highlighting the second section is chapter 6, a great step-by-step guide for developing plagiarism tutorials based on the authors' practical experiences at Rutgers University. Also included are essays on librarians' expanding roles in the first-year college experience, universities' plagiarism policies, and specific challenges for nonnative speakers of English.

The third section opens with a legal focus and also provides an annotated list of useful links, an annotated bibliography, and a summary of organizations' perspectives on academic honesty. Also included are numerous resources for students. Many of the resources will be familiar to seasoned librarians and teachers, but there are plenty of new ones too.

A CD-ROM and a Wiki (stopplagiarism.wikispaces.com) supplement the articles. The former contains links to websites referred to in the book, and the latter establishes a place online to share ideas and generate discussion on plagiarism.—*Paul Stenis, Reference and Instruction Librarian, University of Central Oklahoma, Edmond, Oklahoma*

Teaching Information Literacy: 50 Standards-Based Exercises for College Students, 2nd ed. Joanna M. Burkhardt and Mary C. MacDonald with Andrée J. Rathemacher. Chicago: ALA, 2010. 152p. Paper $50 (ISBN: 978-0-8389-1053-5).

It is possible for college students to be computer-literate without being research-literate. Yet, given the proliferation of distance education and online education today, it can be difficult to reach all of our students or to give them all of the knowledge they need in the one-time information literacy session. The second edition of *Teaching Information Literacy* offers instructors a collection of fifty different exercises to use or customize for students in higher education. This workbook is designed with many types of exercises to choose from that can be copied from the book, used as a starting point to adapt and personalize, or used en masse for an entire course. Some are simple and short, whereas others are more involved, potentially even covering multiple class periods. The activities are research and discussion-based; no "right" answers are given. Each exercise relates to a standard from the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education, which are printed in the appendix.

The introduction provides a thorough overview of information literacy. Each chapter contains background information about the topic for discussion, followed by exercises. As an example, chapter 2, "What is Information?" contains exercise 11, "The Wikipedia Challenge." Students are asked to find a Wikipedia article, evaluate it based on Wikipedia's own standards, and compare it to an article about a college's policy on the use of Wikipedia for research. The students are then asked to write an essay that answers questions such as, "Does the Wikipedia article have any value or serve any purpose for your research?" and "Does the article meet Wikipedia's own evaluation criteria?"

Chapter 8 addresses "The Web and Scholarly Research," and exercise 40, "Should I Use a Library Database, or Should I Just Search the Web?" compares the use of different search engines versus a library general periodical database. This search helps students understand that librarians pre-evaluate library resources. The concepts of deep web resources and "Website Worthiness" are also introduced.

Pertinent print resources are covered, as well as secondary and tertiary resources and types of periodicals. Several exercises help students understand library catalogs, call numbers, and key words. Chapter 9, "Other Tools for Research," helps students discover the best sources for statistics and data about organizations.

Many types of educators, not just academic librarians, would find value in this book. The stated audience is college students, but because of the variety of designs, many of the exercises could easily be used as early as high school. This practical text is easy to read. Although illustrated entirely in black and white, including figures and tables, the content is presented in a fresh modern design. The very reasonable price is appreciated. Perhaps with the next edition the publisher could include a CD-ROM with the exercises or issue an online equivalent. Highly recommended.—*Sharon Leslie, Public Services Librarian, Mercer University, Atlanta, Georgia*

Web-Based Instruction: A Guide for Libraries, 3rd ed. Susan Sharpless Smith. Chicago: ALA, 2010. 236p. Paper $64 (ISBN 978-0-8389-1056-6).

For those who lack the time to read entire books on instruction, project planning, web development tools, user interface design, and interactive technologies, Smith provides a succinct overview of these subjects as they relate to web-based instruction, allowing readers to get started on their instruction projects quickly. A list of resources in an appendix suggests more in-depth resources for subjects covered when more information is needed. There is also additional material on the book's website, including exemplary webpages and instructional videos. This book is intended for instruction in any type of library, although Smith uses the Association of