
SOURCES

Library instruction sessions often teach a linear strategy of finding, evaluating, and using information, but this is far from the true process of writing from sources, which is “frustrating and iterative” (26). Two chapters devoted to writing address ways to reduce students’ frustration as they draft their assignments. The first of these chapters presents the strategy of “low-stakes writing.” Outlines, annotated bibliographies, and concept maps are examples of how faculty can divide research and writing into segments that are more manageable for students. The second of these chapters examines high-stakes writing, focusing on the research assignment itself and presenting ways that librarians can work with faculty to redesign assignments. Sample assignments that support information synthesis and writing are also provided.

An especially interesting chapter focuses on an ability that students are often assumed to possess: reading. When it comes to scholarly articles, however, this is often a faulty assumption. Reading academic writing is a talent that few students learn in high school, and poor reading inevitably leads to poor writing. This chapter provides several reading comprehension strategies that can be taught within a library session and that will enhance students’ understanding and evaluation of academic articles.

Reading, Research, and Writing provides a range of solid alternatives to remedy the weaknesses inherent in traditional forms of information literacy instruction. These strategies help academic librarians “go beyond helping students *find* information to helping them *use* information” (89). Readers will recognize parallels to the ACRL’s Framework for Information Literacy for Higher Education, and the author references the Framework throughout. However, a strength of this book is that it draws from research outside of library science and provides a vocabulary that can improve communication between librarians and faculty. Each chapter also comes with a substantial bibliography enabling readers to investigate the theories more thoroughly. With its succinct menu of research, techniques, and assignments, this compact book is an excellent guide for librarians who want to make the transition to process-based instruction.—*Ann Agee, Librarian, School of Information, San Jose State University, San Jose, California*

Sex, Brains & Video Games: Information and Inspiration for Youth Services Librarians, 2nd ed. By Jennifer Burek Pierce. Chicago: ALA, 2017. 240 p. \$57 (ISBN: 978-0-8389-1548-6).

In this book, Jennifer Burek Pierce focuses on many aspects of young adult development, from their mental and emotional processes to the many influences that affect them in their day-to-day lives. She asserts the importance of making a place for this unique group in libraries’ spaces, programs, and staff, noting that adolescence is an incredibly difficult transitional period and that, in the words of Sari Feldman, libraries “are a lifeline for people at every key transition in their lives” (xii). This book does not contain step-by-step guides for serving this age group, but it presents clear reasoning for how to approach this age group and describes what a librarian might experience while working with today’s teens.

In this timely update and expansion of her first edition (2008), Pierce begins by debunking myths about teens. The subsequent chapters address important topics that face teens as well as current library initiatives that serve them. The chapter “Sex and Sexualities” is an example of the revisions made for this new edition; the first edition mentions homosexuality, but the current edition discusses recent social and political shifts in the LGBTQ community, their relevance to teens, and their importance in young adult literature.

Extensive bibliographies at the end of each chapter and an appendix of essential reading for young adult librarians offer a wide variety of resources for young adult librarians and those managing youth services. This book is a great way for young adult librarians to catch up on the latest research and familiarize themselves with current teen culture.—*Leanne Cheek, Selector/Teen Coordinator, Pioneer Library System, Norman, Oklahoma*