Foreword

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I am pleased to introduce this third volume in the Purdue Information Literacy Handbooks series. This book is highly relevant for all college and university first-year curricula. Many institutions require first-year students to take writing courses. These courses are optimal for preparing students with the foundation for working critically with information for academic purposes. Grace Veach compiled an outstanding array of perspectives and approaches to collaboration on teaching first-year writing courses. The chapter authors depict experts in two academic disciplines—library science and writing studies—who have shared with each other their knowledge of current theories, methods, and models. They reconciled differences in perspective, terminology, models, and disciplinary knowledge to arrive at customized teaching strategies that develop students’ understanding of using information in research processes. The authors articulate the richness, depth, and effectiveness of their particular collaborations in a manner that shows how far the integration of information literacy with first-year writing courses has progressed in our field and, specifically, in these schools.

This book is impressive for its insight, depth, and openness to working with different theories and models in both writing studies and information literacy. Faculty and graduate students who teach first-year writing courses and information literacy librarians would benefit greatly from studying it together, discussing it, and applying it in their teaching.

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