

# Reader's Roundup: Monographic Musings & Reference Reviews

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**Column Editor's Note:** *Since this is the Charleston Conference issue, there may be new readers. If you are a new reader — hello, greetings and salutations. If you are a repeat visitor, then I send my surprised thank you for sticking with me!*

*Since the last issue, we have combined two different columns into one. On the one hand, it could be like a wonderful BOGO offer. On the other hand...well, let's not go there. This column was formerly just the **Monographic Musings** column in **Against the Grain**. But as of now, we have also included reference reviews in this column as well (though I do not have any with this batch —should be next time). So, I have decided with this change in focus (or an expanded one), maybe a change in title might be in order. And so, it is with great pleasure that I introduce you to the second **Reader's Roundup** column. This will continue to feature an interesting mix of titles that cover a variety of librarian topics, but also new reference works for your collection as well. Hopefully, each column will feature both library-focused works (in **Monographic Musings**) and reference works (in **Reference Reviews**). The title reflects that we have both types of reviews in a single location.*

*Thanks to my great reviewers for getting items for this column: **Jennifer Matthews, Michelle Polchow, Steven W. Sowards, and Katherine Swart.***

*As a reminder, I have introduced a standard rating reference. Being a big fan of **Ebert and Siskel** (may they both rest in peace), I loved the way that they presented a clear way to show if something was worth watching. **Roger Ebert** used four stars (for his newspaper reviews in the **Chicago Sun Times**) to let you know quickly if this is something worth the time and money. So to that end, I have created the **ATG Reviewer Rating** that would be used from book to book. I came up with this rating to reflect our collaborative collections and resource sharing means. I think it helps classify the importance of these books.*

- **I need this book on my nightstand.** (This book is so good, that I want a copy close at hand when I am in bed.)
- **I need this on my desk.** (This book is so valuable, that I want my own copy at my desk that I will share with no one.)
- **I need this in my library.** (I want to be able to get up from my desk and grab this book off the shelf, if it's not checked out.)
- **I need this available somewhere in my shared network.** (I probably do not need this book, but it would be nice to get it with three to five days via my network catalog.)
- **I'll use my money elsewhere.** (Just not sure this is a useful book for my library or my network.)

*If you would like to be a reviewer for **Against the Grain**, please write me at <cseeman@umich.edu>. If you have a book you would like to see reviewed in a future column, please also write me directly.*

*Happy reading and be nutty! — CS*

**Burgess, John T, and Emily J. M. Knox, eds. *Foundations of Information Ethics*. Chicago: ALA Neal-Schumann, 2019. 978-0-8389-1722-0, 168 pages. \$54.99 pb.**

Reviewed by **Steven W. Sowards** (Associate Director for Collections, Michigan State University Libraries, East Lansing MI) <sowards@msu.edu>

Information ethics (IE) provides a philosophical system to explore the “domain of information” in order to “provide *normative*, or morally

guiding, principles” (p. 3). Intended primarily as a textbook for MLIS classes, this book starts with concepts and applies them to difficult cases. This clear and intelligent presentation has potential value for many information professionals, for whom ethical analysis may begin and end with a casual endorsement of “**Melvil Dewey's library faith**, the belief that access to high-quality reading material is intrinsically good and will have positive effects ...” (p. 7).

While a universal ethics remains the ideal, the book begins with four “Western ethical frameworks” — while recognizing their limitations and origins in a colonial-era past. Chapter 10 covers “cognitive justice and intercultural information ethics” as a remedy and counterpoint. As a framework, deontology relies on piety; consequentialism examines outcomes; character ethics considers personal ethical practice; and contractual ethics looks for collective moral guidelines. Journalistic ethics, computer ethics, and library and information science ethics also contribute to the foundation of IE.

Thirteen chapters are grouped in three clusters. The first cluster is an overview and history of information ethics in a context of ethics at large. Chapters in the second cluster take up specific topics. *Information access* includes First Amendment concepts, but also hard cases such as dissemination of information about bomb-making technology. *Privacy* becomes a concern as we see access to information grow into unfettered digital surveillance. *Information discourse* promotes a place at the table for all parties. *Intellectual property* (IP) issues pertain to copyright and patent law. *Data* and big data capacities have implications for other topics such as privacy. *Cybersecurity* includes discussion of “ethical hacking.”

The two chapters in the third cluster bring in global and intercultural perspectives, and the concept of global digital citizenship. The final chapter identifies emerging challenges: algorithmic bias; social media behavior; precision marketing; technological unemployment; disinformation and fake news; open data; 3-D printing and its regulation; and predictive analytics. Each chapter ends with several dozen citations to books, articles, government publications, data tables, online news, legal texts, and web sites.

In passing, three dozen “major thinkers” from **Aristotle** to **Robert Hauptman** (who wrote the Foreword to this book) are introduced in summary paragraphs. Readers see three primary source documents: Universal Declaration of Human Rights, an excerpt from **John Stuart Mill's** essay “On Liberty,” and an 1890 legal text on privacy. Sixteen case studies offer real life situations, with questions for discussion.

The contributors are primarily American academics, including MLIS faculty. The content is aimed at librarians, faculty and students in MLIS programs, and information science professionals. All readers can be ethical advocates in a 21st-century environment that often asks “can we do it?” rather than “should we do it?” Readers are assumed to be in the United States: for example, legal discussions cite specifics like 17 USC 107.

Given the complex subject of the work and growing importance in the everyday lives of librarians, tools are added to make this a more useful. A glossary and list of acronyms could have helped define terms such as ICT (information and communication technologies) and IIE (intercultural information ethics). There is also a short glossary about IP.

There is no equivalent recent publication. **Robert Hauptman's *Scope of Information Ethics*** (2019) goes beyond LIS topics and is not aimed at students. Ethics is only one of the *Six Issues Facing Libraries Today*, from **John Budd** (2017). **Luciano Floridi's *Routledge Handbook of Philosophy of Information*** (2016) covers a wider range of philosophical topics.

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**ATG Reviewer Rating:** *I need this in my library. (I want to be able to get up from my desk and grab this book off the shelf, if it's not checked out.)*

**Diamant-Cohen, Betsy.** *Mother Goose on the Loose: Updated.* Chicago: ALA Editions, 2019. 9780838916469, 208 pages. \$69.99 (\$62.99 for ALA Members).

Reviewed by **Katherine Swart** (Collection Development Librarian, Hekman Library, Calvin University) <kswart20@calvin.edu>

Mention **Jean Piaget** to any educator, and you will receive knowing nods and maybe even a mention of his theory of cognitive development, which mapped out the stages of learning from infancy to adulthood. As one of the forerunners in child development studies, Piaget was soon met with **L. S. Vygotsky's** work promoting, among other things, the importance of parents and teachers in early childhood development. Around the same time we have **Howard Gardner** introducing his research on multiple intelligences, and the little-known **Barbara Cass-Beggs** writing about the importance of music to infant development.

Librarian **Betsy Diamant-Cohen** took her son to one of **Cass-Beggs' "Your Baby Needs Music"** classes and was so convinced by its efficacy that she then studied under **Cass-Beggs** to become certified in her "Listen, Like, Learn" method. **Diamant-Cohen** went on to develop her own music-based early childhood development program called "Mother Goose on the Loose" (MGOL). A long-time children's librarian at the **Enoch Pratt Free Libraries** in Baltimore, MD, **Diamant-Cohen** perfected her program over time, presented at many conferences, and eventually spread the program to other public libraries with her first *Mother Goose on the Loose* book in 2011. In subsequent years the program has proven popular and effective not only at public libraries but also at children's hospitals, museums, and elementary schools.

A few years ago the **American Library Association** asked **Diamant-Cohen** to update her original book, and *Mother Goose on the Loose: Updated* was published in 2019. In this revised edition **Diamant-Cohen** retains the core of her time-tested program, but updates the book with new research supporting early literacy skills, methods of adapting her program for children with special needs, and ways to include digital media in her program. The result is a magnificent tool for librarians and educators who work with infants and toddlers.

Essentially, "Mother Goose on the Loose" is a 30-minute group activity for parents and children ages 0-24 months. A librarian follows a script of short nursery rhymes and uses simple visuals on a felt board. Parent and children repeat the rhymes using hand and body motions, music, scarves, and other props. All of this structured play helps children build essential skills that will enable language development, early literacy, and school readiness, not to mention a slew of other benefits.

This book provides an introduction to MGOL, research that backs up the effectiveness of the program, and detailed instructions for planning, running, evaluating, and adapting MGOL sessions. The book ends with five ready-to-present programs, templates for the felt board pictures, and a complete index of rhymes. Throughout the text **Diamant-Cohen** adds hints about "what to say when..." as just about anything can happen when working with small children. The author also suggests ways to adapt traditional Mother Goose rhymes that might sound offensive to some audiences (e.g., removing the word *master* from the Baa Baa Black Sheep rhyme).

**Diamant-Cohen** shares loads of research going back to **Piaget** and up through present scholarship. It's almost overwhelming at times just how much documentation she provides for why every detail of the MGOL program is proven to be beneficial. The near over-documentation is, perhaps, my only criticism of the book, though. While writing

the review, I was delighted to find supplemental resources available at <https://mgol.net>. In case you still aren't convinced that the program works, **Diamant-Cohen** floods her website with even more research citations, video testimonials from parents, and a monthly newsletter. As a visual learner, I found the videos especially helpful — both clips of **Diamant-Cohen's** conference presentations and samples of actual MGOL sessions. This book is going to be most useful for children's librarians at public libraries, but I will also be sharing it with early childhood education faculty and students at my college.

**ATG Reviewer Rating:** *If I were (or worked with) a children's librarian... I need this on my desk. (This book is so valuable, that I want my own copy at my desk that I will share with no one.)*

**Edwards, Kimberley and Michelle Leonard.** *Assessment Strategies in Technical Services.* Chicago: ALA Editions, 2019. 9780838918579, 272 pages. \$69.99.

Reviewed by **Jennifer Matthews** (Collection Strategy Librarian, Rowan University) <matthewsj@rowan.edu>

Technical services work has seen a plethora of change over the last several decades. This is particularly true when one examines the movement from an entirely print-focused operation to one that revolves more around electronic resources. Accordingly, the way that technical services staff can assist in the assessment of resources, budgets, workflows and more can play a critical role in the efficiency of any library's overall spending and proof of value, especially as university budgets continue to tighten.

This collection of topics on assessment covers a wide array of areas starting with the basics such as electronic resource budgets, workflows, vendors, and collaborative initiatives and moves on to using multiple data sets for assessment, preservation assessment, ways to save with your serials, how to build a data warehouse and benchmarking techniques for improving the metadata process. Each instance is told from a real-life case study by a variety of authors.

The editors are **Kimberley Edwards**, Information Analyst for Technical Services at **George Mason University**. **Edwards** received her MLIS at the **University of Kentucky** and has taught and presented on collection analysis and assessment tools and techniques at a variety of conferences. **Michelle Leonard** is a tenured librarian at the **Marston Science Library, George A. Smathers Libraries, at the University of Florida**. She was the co-author of *Implementing and Assessing Use-Driven Acquisitions* (2010) and has also presented on assessment and collection-building at numerous conferences. Together they have pulled together a group of authors with a wide array of experiences in assessment to share.

One of the particularly strong chapters was written by **Kristen Calvert** (Head of Content Organization and Management at **Western Carolina University** in Cullowhee, NC) and **Whitney Jordan's** (Acquisitions Librarian at **Western Carolina University** in Cullowhee, NC). In their chapter on "Serials and Continuing Resources," **Calvert** and **Jordan** provide many interesting measures to consider when reviewing serials including both individual and big deal packages. Their experience was particularly well noted during their case study and post assessment review that is in the book. The lessons learned, particularly the questions they asked, were thoughtful and they included a section on Human Resources. So often libraries are so absorbed in the necessary target dollar amount that they may not also consider the human cost and we should. This reminder is a poignant one as a large cutback in print titles could mean staff retraining and examining reclassification guidelines at your location. In conjunction with this as one assesses the collection for retention or not one may have to assess their staff for skill sets and retraining.

**Nina Servizzi's** (Associate Dean for Knowledge, Access, and Resource Management Services at the Division of Libraries, **New York University**) chapter "The Future of Technical Services: Data Governance and Analysis" discussed the need for building a data warehouse.

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Too often, when technical services is asked for assessment reports they are rebuilding the same reports from scratch year after year. **Servizzi** lays out a seven-step process that details a more efficient way to manage this information and make data more accessible and apparent to the library's key stakeholders.

The chapters throughout this book provide case studies that show how technical services is key in the assessment picture of demonstrating library value. Through their collective experiences perhaps even more institutions will find success at demonstrating this at their various locations.

**ATG Reviewer Rating:** *I need this on my desk. (This book is so valuable, that I want my own copy at my desk that I will share with no one.)*

**Hakala-Ausperk, Catherine.** *Win 'Em Over.* Chicago: American Library Association, 2019. 978-0-8389-1811-1, 48 pages. \$19.99

Reviewed by **Michelle Polchow** (Electronic Resources Librarian, University of California, Davis) <mpolchow@ucdavis.edu>

A professional promotion is great news! Now that you have the job, do you (and others) wonder if you're up to the task? **Hakala-Ausperk's**

new book is a confidence builder for anyone facing a new job, especially with the need to establish leadership skills. Even more so, this book even helps with that potentially awkward experience of receiving an internal promotion where you suddenly become the boss of your friends and colleagues.

This brief book is presented in workbook format. The author acts in the role of mentor or career coach, providing space for reflection, visualizing exercises, recognizing your accomplishments and creating a plan to meet the challenges ahead of you. Given the author's extensive and diversified set of experiences earned over 30+ years in the field (including library service work, management, administration and as an iSchool instructor for **Kent State University**), she's written this book that will help a large variety of younger professionals. The leadership planners focus on successful team building by developing strong and effective library leaders. Features in *Win 'Em Over*, such as "Walking the Plank" exercises and suggestions to "push yourself to try something new," can fundamentally shape your career, not just launch a new job. In this era when libraries face challenges as never before, it's gratifying to discover a book focused on the development of human resources and recognizes this is one of the library's paramount investments.

**Editor's Note:** *We do not condone writing in the print materials found in our collection — so if you are using this book from a collection, please record your answers in a notebook!*

**ATG Reviewer Rating:** *I need this available somewhere in my shared network. (I probably do not need this book, but it would be nice to get it with three to five days via my network catalog.)* 🐾

## Collecting to the Core — Writing in Mathematics

by **Kristine K. Fowler** (Mathematics Librarian, University of Minnesota; Mathematics Subject Editor, *Resources for College Libraries*) <fowle013@umn.edu>

Column Editor: **Anne Doherty** (*Resources for College Libraries* Project Editor, CHOICE/ACRL) <adoherty@ala-choice.org>

**Column Editor's Note:** *The "Collecting to the Core" column highlights monographic works that are essential to the academic library within a particular discipline, inspired by the *Resources for College Libraries* bibliography (online at <http://www.rclweb.net>). In each essay, subject specialists introduce and explain the classic titles and topics that continue to remain relevant to the undergraduate curriculum and library collection. Disciplinary trends may shift, but some classics never go out of style. — AD*

"We're being WEC[k]ed." Such is the slang at the **University of Minnesota School of Mathematics** in developing and codifying a Writing-Enriched Curriculum; mathematics departments elsewhere have gone or are going through similar processes. Despite the misconception that math is the opposite of words, the effort to explicitly use effective writing in learning math concepts and communicating math research is of long standing. Evidence can be seen in current interdisciplinary education emphases such as STEAM (science, technology, engineering, the arts,



and mathematics), in iterations of the writing across the curriculum movement, in math style guides, and in the many prizes established over the years to recognize excellent math writing. This article will highlight some of the key resources around writing in mathematics, in its various aspects.

### Educational Aspects

The intentional focus on integrating written communication objectives into teaching and learning has had many labels (and acronyms), with somewhat differing emphases: writing across the curriculum (WAC), writing to learn, writing in the disciplines (WID). A seminal general source is *Writing Across the Curriculum: A Guide to Developing Programs*, edited by **Susan H. McLeod** and **Margot Soven**.<sup>1</sup> **David R. Russell** traced the progression of writing-enriched education in *Writing in the Academic Disciplines: A Curricular History*, with a particular focus on 1970-2000 in the 2002 second edition.<sup>2</sup> He notes that "though it may seem surprising at first glance, mathematics has been a leader in this regard," particularly in the shift to departmental programs that can create more lasting institutional change than an individual instructor's efforts.<sup>3</sup>

**John Meier** and **Thomas Rishel** provide direction for math-specific implementation in their 1998 *Writing in the Teaching and Learning of Mathematics*, advocating "sensible, well-formed writing assignments which are

consistent with the pedagogical style and goals of a course."<sup>4</sup> With many practical suggestions and exercises teachers can use, they address how to incorporate writing into courses, while also discussing why. The short answer: "Writing requires thinking, and thinking is what we, as teachers, want to encourage.... We hope to convince you that to get students to absorb mathematics, or any other subject, better, you need to have them think about, then write about that subject."<sup>5</sup>

Many more ready-to-use suggestions are provided via the **Mathematical Association of America's (MAA)** Classroom Resource Materials series, specifically **Annalisa Crannell** et al.'s *Writing Projects for Mathematics Courses: Crushed Clowns, Cars, and Coffee to Go*.<sup>6</sup> The lively projects utilize a range of skills and are indexed by undergraduate course, from pre-calculus through differential equations. **Franco Vivaldi's** *Mathematical Writing* provides the basis of a dedicated undergraduate course, modeled on one he has taught, including examples and exercises (some of which have solutions/hints provided).<sup>7</sup>

It should be mentioned that in some mathematical contexts, "writing" refers specifically to the writing of proofs; indeed, the math course most likely to be explicitly identified as writing-intensive is often a course in logic/proof-writing that forms a transition from low-

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