

# THE LIBRARY LINK

Gingrich Library, Albright College  
Volume 9, Issue 3

## *Special: Information Literacy Edition*

### Information Literacy—A Message from the Library Director

As anyone who is concerned about Albright's future knows, the College is undergoing the re-accreditation process with the Middle States Commission on Higher Education (MSCHE). What you may not realize is that the College, in following the Middle States "bible," *The Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation*, must demonstrate how well it is incorporating a concept called "information literacy" into the curriculum.

What is information literacy? Middle States defines information literacy (IL) on page 32 of the *Characteristics* as

*"...an intellectual framework for identifying, finding, understanding, evaluating and using information. It includes determining the nature and extent of needed information; accessing information effectively and efficiently; evaluating critically information and its sources; incorporating selected information in the learner's knowledge base and value system; using information effectively to accomplish a specific purpose; understanding the economic, legal and social issues surrounding the use of information and information technology; and observing laws, regulations, and institutional policies related to the access and use of information."<sup>1</sup>*

In fact, Middle States has deemed information literacy such a critical skill that it has published a 112 page guidebook, *Developing Research & Communication Skills*,<sup>2</sup> in which the Commission outlines how to teach and evaluate college information literacy programs and curricula. Since Middle States requires that *every* college student must be able to demonstrate his or her competency in IL, it is an area that all teaching faculty must understand thoroughly.

In the past, the concept of information literacy was frequently introduced to students when they were expected to access and evaluate their library's resources. The Albright librarians assisted in this area for over 25 years by providing library and information literacy instruction and encouraging students to use the best

resources available, create good search strategies, and look at and evaluate the search results. We never really knew how effective our instruction was outside of some simple self-reported student evaluations at the time of the instruction or some thank-yous from the faculty member that arranged the instruction. But that model of library-centered and un-evaluated instruction will not satisfy Middle States, nor should it satisfy us any longer.

When the new *Characteristics* guidelines were introduced in 2002, Middle States declared that the old view of information literacy was too restrictive and IL should be a function of the total classroom experience. The Commission looked to the Association of College and Research Libraries (ACRL) which had already studied the issue and developed guidelines for libraries in higher education to follow. These guidelines, discussed on page 5 of this newsletter, extended the IL concept to cover the essential tasks of analyzing the content of the material, creating new knowledge, and using that knowledge to produce a product, performance, or other activity. The model of separate library instruction had to be replaced by a joint faculty-librarian responsibility to integrate IL.

Since many of the aspects of information literacy are considered essential components of general education, many colleges incorporate some information literacy skills in the requirements of their general studies curriculum. Currently the Albright general studies objectives discuss many parts of IL without stating them explicitly. According to Albright's current general education objectives students should:

- ♦ Think and analyze critically.
- ♦ Organize and communicate effectively, both in writing and speaking.



## Information Literacy—A Message from the Library Director (cont'd.)

- ◆ Appreciate the human historical record.
- ◆ Appreciate and express themselves through aesthetic and creative experience.
- ◆ Understand the physical environment and their relationship to it.
- ◆ Understand and function in the social, economic and political environment.
- ◆ Appreciate other cultures.
- ◆ Understand and appreciate the diversity of religious beliefs and practices.
- ◆ See and use interrelationships between various fields of knowledge.
- ◆ Understand and use ethical principles in developing their own natural capabilities – psychological, physical and moral.

### Albright is not doing enough.

The position of the Library, and we suspect, Middle States as well, is that these general educational goals do not fully explore the Middle States mandate of creating “an intellectual framework for identifying, finding, understanding, evaluating and using information.” Although Albright has introduced our first-year students to finding a few journal articles by using a web-based program called *The Gingrich Guide*<sup>3</sup> and critiquing them in the Freshman Forum curriculum, this type of introductory-level experience is not a satisfactory opportunity for students to achieve fully what are considered the higher-order information literacy skills, such as more critical inquiry and understanding of the philosophy of inquiry used in the advanced subject areas. We need to discover not which online databases students can search, but how students approach their information seeking and how they critically reflect on and use the broad array of possible results. Read page 6 of this newsletter and evaluate your students against the profile of an information literate student. How do they compare?

### Technological competency is not enough.

At Albright, as at every other college, we must realize that information literacy is much more than technological competence in on-line research. Anyone can sit down at a database or search engine and find *something*. That level of searching is insufficient and should not be considered the fulfillment of the information literacy mandate. It does little to encourage critical thinking and reflection in the context of the increasingly extensive amounts of information now available through a wide range of technologies. As Middle States reviews our curriculum, they will be looking for evidence that we are including higher-order information literacy skills in our

courses. Although some departments are doing a good job in this area, all faculty can improve their students' information literacy skill set with little effort. Included on pages 3 and 4 of this newsletter is a handout that suggests how faculty can add more information literacy options to syllabi without changing the basic structure of the course. Also on page 6 are websites that provide discipline-specific assistance.

### Assessment requirements

Middle States does not require that information literacy be defined and assessed separately from other student learning goals, since it is often reflected in the achievement of other goals. Their guidelines in *Developing Research & Communication Skills* offer specific suggestions for integrating information literacy throughout the curriculum. The Library staff believes that if we spend the time working on the information literacy goal, we will be able to improve the general research and communication skills of our student body.

Now that all of the faculty departments are working on their department-level assessable learning goals and creating their syllabi, each faculty member and department needs to consider the information literacy component very carefully. Remember, next year the college will have to demonstrate our students' information literacy to our accreditation agency. How we will gather both direct (e.g., test scores, papers, projects), and indirect (e.g., satisfaction surveys, graduate school feedback) data has been an area of concern for all of the other colleges I know that recently faced, or will soon face, the accreditation process.

### Library support is available.

Although Middle States may be the push that we need to organize our efforts in teaching information literacy, it is an area in which our students need continuous development. If there is anything that the Library or I can do to help you and the college to be better prepared for this review and to better prepare our students for life in an information-rich environment, please contact me at [rdeegan@alb.edu](mailto:rdeegan@alb.edu) or x7202. As a pledge of our long term commitment to information literacy and our belief that these efforts need better coordination, I have appointed Sid Dreese as the Instruction Coordinator – please see page 7 for more details.

Rosemary Deegan

February 2005

<sup>1</sup> "Information Literacy Competency Standards for Higher Education." American Library Association. 2004.  
<http://www.ala.org/acrl/ilcomstan.html>

<sup>2</sup> All of the Middle States publications mentioned in this editorial are currently on reserve in the Library.

<sup>3</sup> *The Gingrich Guide*, Albright College, 2001.  
<http://linux1.albright.edu/gguide>

# Improving Information Literacy in Your Courses

Cut out and keep this handy page with your notes for designing new courses and syllabi

If you currently require students to:	Consider requiring them to:	You'll reinforce the info/tech literacy skill or concept of:	Don't forget these College support services:
1) Attend lectures	<ul style="list-style-type: none"> <li>◆ Transfer their notes into word-processed documents two or three times a semester</li> <li>◆ Create a concept map or visual display of the main lecture ideas</li> <li>◆ Write up a one minute evaluation of what they learned at the end of the class</li> <li>◆ Locate and evaluate outside resources on the lecture topics in subject area resources</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using word processing programs</li> <li>◆ Information organization</li> <li>◆ Digital representations</li> <li>◆ Summarizing the main ideas</li> <li>◆ Constructing and implementing search strategies</li> <li>◆ Retrieving online and print information</li> <li>◆ Learning discipline-specific resources</li> </ul>	<p>Library:</p> <ul style="list-style-type: none"> <li>◆ Reference Services</li> <li>◆ Library Course Related Instruction</li> <li>◆ Research guides online at <a href="http://www.albright.edu/library/subjects/">http://www.albright.edu/library/subjects/</a></li> </ul> <p>Ed Tech:</p> <ul style="list-style-type: none"> <li>◆ Open lab hours Monday-Friday in Media Classroom I in library basement to get training in MS Office</li> <li>◆ Brown Bag Lunches (TBA)</li> <li>◆ Concept mapping software (used by education department)</li> </ul>
2) Read a text or other course reading	<ul style="list-style-type: none"> <li>◆ Use a text publisher's Web site to access additional information or add a course cartridge to your Blackboard site</li> <li>◆ Write up a written summary or create a concept map of the main ideas</li> <li>◆ Locate and evaluate outside resources or reading topics that provide background or supplementary support</li> </ul>	<ul style="list-style-type: none"> <li>◆ Information organization</li> <li>◆ Digital representations</li> <li>◆ Summarizing the main ideas</li> <li>◆ Using Internet browsers and search engines</li> <li>◆ Integration of new knowledge</li> <li>◆ Using evaluation techniques</li> </ul>	<p>Library</p> <ul style="list-style-type: none"> <li>◆ Reference Services</li> <li>◆ Library liaisons and Blackboard support assistants</li> </ul> <p>Ed Tech/IT</p> <ul style="list-style-type: none"> <li>◆ IT and departmental computer labs and Library Ed Tech lab</li> </ul>
3) Participate in class discussions	<ul style="list-style-type: none"> <li>◆ Use a class distribution list or Blackboard (BB) site</li> <li>◆ Post a response to a BB Discussion Board question</li> <li>◆ Locate and cite an outside source as evidence in their response</li> <li>◆ Use debate or focused participation styles</li> </ul>	<ul style="list-style-type: none"> <li>◆ Communicating via computer</li> <li>◆ Validating new understandings through discourse</li> <li>◆ Retrieving online/print information</li> <li>◆ Using Internet browsers, and search engines</li> <li>◆ Using evaluation techniques</li> </ul>	<p>Library:</p> <ul style="list-style-type: none"> <li>◆ Reference services</li> <li>◆ Library Course-Related Instruction</li> <li>◆ Research Guides Online (see links above)</li> </ul> <p>Ed Tech</p> <ul style="list-style-type: none"> <li>◆ Ed Tech workshops for faculty in May on Web development, Blackboard, etc.</li> </ul>
4) Take quizzes or exams	<ul style="list-style-type: none"> <li>◆ Use e-mail or BB's Virtual Chat in a small group study recitation</li> <li>◆ Use review notes on your faculty Web/BB site</li> <li>◆ Answer online or print quiz questions that require information research</li> <li>◆ Use an online tutorial or class web site for studying</li> </ul>	<ul style="list-style-type: none"> <li>◆ Collaboration</li> <li>◆ Synthesizing main ideas</li> <li>◆ Constructing new concepts</li> <li>◆ Communicating via computer</li> <li>◆ Using instructional tutorials</li> <li>◆ Using the Internet (browsers, search engines, chat)</li> </ul>	<p>Library</p> <ul style="list-style-type: none"> <li>◆ Library Course-Related Instruction</li> <li>◆ Research guides online</li> <li>◆ Liaison/Reference librarian assistance in locating resources/tutorials</li> </ul> <p>Ed Tech</p> <ul style="list-style-type: none"> <li>◆ Ed Tech workshops for faculty in May on Web development, Blackboard, etc.</li> </ul> <p>College Relations</p> <ul style="list-style-type: none"> <li>◆ Request a faculty web site</li> </ul>

## Improving Information Literacy in Your Courses

If you currently require students to:	Consider requiring them to:	You'll reinforce the info/tech literacy skill or concept of:	Don't forget these Library/Educational Technology support services:
5) Write response or research papers	<ul style="list-style-type: none"> <li>◆ Submit a working thesis and bibliography early in the semester</li> <li>◆ Include a variety of sources as evidence of their research</li> <li>◆ Include source evaluation in their paper's text</li> <li>◆ Save electronically and submit a first and a final draft paper</li> <li>◆ Submit papers as:               <ul style="list-style-type: none"> <li>◆ E-mail attachments</li> <li>◆ In print (on paper) with an abstract e-mailed to you</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Defining and articulating the information need</li> <li>◆ Identifying types and formats of sources</li> <li>◆ Articulating and applying evaluative criteria</li> <li>◆ Synthesizing main ideas</li> <li>◆ Constructing new concepts</li> <li>◆ Extracting, recording and managing information</li> <li>◆ Using a word processing program</li> <li>◆ Communicating via computer</li> <li>◆ Citing sources correctly</li> </ul>	<p>Library</p> <ul style="list-style-type: none"> <li>◆ Reference services</li> <li>◆ Library Course-Related Instruction</li> <li>◆ Research guides online</li> <li>◆ Handout/web pages on:               <ul style="list-style-type: none"> <li>◆ Criteria for evaluation of sources</li> <li>◆ Citation and documentation</li> </ul> </li> </ul> <p>Ed Tech:</p> <ul style="list-style-type: none"> <li>◆ Open lab hours Monday-Friday in Media Classroom I in library basement to get training software</li> </ul>
6) Give a presentation	<ul style="list-style-type: none"> <li>◆ Locate and evaluate information sources for their presentations</li> <li>◆ Illustrate their presentations with digital images and links</li> <li>◆ Create local Web pages as their presentations</li> <li>◆ Use presentation software such as PowerPoint</li> <li>◆ Provide a background reading for the class a week before the presentation</li> <li>◆ Work on the project in groups</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identifying types and formats of sources</li> <li>◆ Constructing and implementing search strategies</li> <li>◆ Retrieving online and print information</li> <li>◆ Synthesizing main ideas</li> <li>◆ Constructing new concepts</li> <li>◆ Applying information to planning and creation of a product or performance</li> <li>◆ Using a graphics or art program</li> <li>◆ Communicating to other audiences</li> <li>◆ Using the Internet (browsers, search engines, chat)</li> <li>◆ Collaboration</li> <li>◆ Ethical use of information</li> </ul>	<p>Library</p> <ul style="list-style-type: none"> <li>◆ Reference Services</li> <li>◆ Library Course-Related Instruction</li> <li>◆ Research guides online</li> </ul> <p>Ed Tech:</p> <ul style="list-style-type: none"> <li>◆ Open lab hours Monday-Friday in Media Classroom I in library basement to get training in software</li> <li>◆ Ed Tech workshops for faculty in May on Web development, Blackboard, etc.</li> <li>◆ Computer Training &amp; Consulting Services</li> <li>◆ Attend workshop on web pages, PowerPoint, etc.</li> </ul>

This handout is adapted with approval from *The Plattsburgh Tip Sheet: Reinforcing Information and Technological Literacy in General Education Courses*.

## The ACRL Standards for Information Literacy

In January of 2000, the Association of College and Research Libraries (ACRL) created the document *Information Literacy Competency Standards for Higher Education*. [The complete document is online at <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>.] This document creates a set of five very clear standards that define what an information literate student can do. It has been the stepping stone for most of the other attempts to define information literacy. Faculty can use the learning outcomes listed in the online document to determine if they are creating information literate students in their own disciplines.

Each standard is divided into several **performance indicators**. A performance indicator answers the question “What do we want the student to learn?” Each performance indicator can be measured by several **learning outcomes**. A learning outcome answers the question: “How do we know that the student has learned?”

Please read through these five standards very carefully and if any of the terminology or concepts seem unclear, contact your liaison librarian or the library director for additional clarity. Training in research skills, as in many other subjects, has changed since some of us originally experienced it, in order to take advantages of new pedagogy and student learning styles. If you would like some assistance in designing either learning objectives or classroom experiences that achieve any of the performance indicators described here, contact Sidney Dreese (sdreese@alb.edu or x 7216) for assistance.

**Standard One addresses basic knowledge and affirms that, “The information literate student determines the nature and extent of the information needed.”** Your students need more help with this standard when they are having trouble defining their research topic or they do not know how to start the research process.

**Standard Two discusses access issues and states, “The information literate student accesses needed information effectively and efficiently.”** Your students may be having trouble with this standard if they are researching for your assignment and they say they are not finding anything. This may be because they are using the wrong terminology or resource or because they need to use search strategies particular to a specific source.

**Standard Three discusses evaluation issues and states, “The information literate student evaluates information and its sources critically and incorporates selected information**

**into his or her knowledge base and value system.”** Your students are probably not doing well with this standard if you note that they are relying more and more on information quickly found in an Internet search rather than turning to the more traditional information sources found in the Library or from a professional site. You want them to know the differences between all the types of information available and to be able to judge the suitability and reliability of the information found, but they cannot understand why using Google is not enough.

Many educators consider this standard to be perhaps the most important as it stresses the need to evaluate information critically as we select and use it. This is especially important because of the amount, nature and number of formats of information available. Students must develop abilities that critically analyze information.

Your students should be able to answer the following questions:

- ◆ Is this a credible source of information?
- ◆ Is there another interpretation or point of view?
- ◆ How does this new information change what I know?

**Standard Four concentrates on how students use information and states, “The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.”** If your students understand this standard, they should be able to answer the following questions about their research:

- ◆ What is the best method for presenting this information?
- ◆ Are these quotes supportive of my ideas?

**Standard Five deals with the ethical and legal issues surrounding information and states, “The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.”** This standard recognizes that students must be taught the social, economic and political issues surrounding information, specifically the ethical and legal uses of information and its technology, and not just those involving plagiarism. Standard Five outlines other important aspects such as freedom of speech, privacy, intellectual property, fair use, and more. Students should be able to discuss the following questions:

- ◆ Can I make a copy of this material?
- ◆ What are the issues surrounding censorship?
- ◆ Are there college policies about information gathering, use or reproduction and dissemination?

“What do we want the student to learn?” is the first question.

It must be followed with the question:

“How do we know that the student has learned?”



## Getting Discipline-Specific Help



By looking at the work of other colleges, each department can see what their colleagues have been doing to integrate information literacy (IL) into the disciplines: The following websites are great places to start:

### 1) Integrating Information Literacy Into the Liberal Arts Curriculum:

<http://www.denison.edu/collaborations/ohio5/grant/examples/index.html>

These materials have been gathered from a number of sources, including courses proposed, modified and created under sponsorship of the Andrew C. Mellon Integrating Information Literacy Into the Curriculum grant; submissions to the site from visitors; searches of library and discipline-specific literature; and searches from the web. Each section has information on Objectives, Syllabi, Assignments, Bibliography, Links, Projects, and Tutorials. Assistance is available for:

African American Studies, American History, American Studies, Anthropology, Art History, Asian Languages, Asian Studies, Biology, Chemistry, Education, English, Environmental Studies, First Year Studies, French, Geography, Geology, History, Legal Studies, Music, Philosophy, Physics, Political Science, Psychology, Religion, Science, Sociology, and Spanish.

### 2) Information Literacy in the Disciplines

<http://faculty.samford.edu/~beashmor/istm/>

According to the Samford University website, “The ACRL *IS Teaching Methods Committee* has gathered links and citations to information literacy standards developed by accrediting agencies, professional associations, and institutions of higher education. The standards will be useful to librarians and teaching faculty as they develop curricula, design instruction, and create effective assignments. The committee made a concerted effort to cover disciplines typically taught in higher education. Individual committee members then volunteered to research one or more disciplines by contacting accrediting agencies, conducting a thorough literature review, and searching the web. Each discipline is separated into two parts: 1) Standards or Guidelines from Accrediting Agencies & Professional Associations and 2) Curricula, Articles, and Presentations.”

***Library Tip of the Week— see all previous tips at:***

***<http://www.albright.edu/library/tips/tips.html>***

## Profile of an Information Literate Student— Do your students match this description?

This is a slightly abridged list from page 8 of the Middle States Association’s *Developing Research and Communication Skills*. Copies of the full document are available on reserve at the library.

An information literate student:

- ♦ Thinks about framing the research question so that it is appropriate for the breadth and depth required for the research project, in the context of available resources and time for research;
- ♦ Asks questions for clarification after receiving an assignment;
- ♦ Knows where to start looking for information, is aware of a broad range of information sources and can distinguish among the various type of resources;
- ♦ Is familiar with major reference collections in his or her discipline and selects from among them appropriately;
- ♦ Conducts electronic database searches effectively (e.g., knows technical strategies);
- ♦ Knows how to use discipline-specific strategies for field work searches;
- ♦ Knows how to evaluate information sources;
- ♦ Is able to select key points from retrieved information and summarize them;
- ♦ Evaluates and explains or resolves contradictory information;
- ♦ Understands what plagiarism is and some of the complexities of copyright law, the ethical use of information, intellectual property, etc.;
- ♦ Has learned how to cite materials appropriately and develop a bibliography;
- ♦ Confidently explores the recursive nature of the information literacy process to conduct research;
- ♦ Uses high-quality content and reflects evaluative thinking in the context of the student’s academic level and discipline, as evidenced during classroom discussions, when writing papers, creating displays, or when speaking publicly;
- ♦ Is able to develop new insights or theories, or discover previously unknown facts, based on material he or she already knew and the new information;
- ♦ Knows how to seek help from faculty members, reference librarians and others outside the institution; and,
- ♦ Recognizes that a set of specific information literacy skills is transferable and can be applied throughout life, for both professional and personal learning objectives.

## Spring 2005 Library Displays

Stop by the library to see the exhibits in our display areas; then check out a book that helped “inspire” the theme.

**February**— “Design Explorations by Design I Students, Fall 2004” See work by Dr. Richard Hamwi’s students and learn more about the artists who inspired them.

**March**— “Memories of Spring” by Fianna Holt. Technical Services Librarian, Fianna Holt, displays her award winning embroidery samplers. Help us think spring!

**April**—Celebrate National Library Week! Join us to celebrate libraries and librarians for National Library Week which officially falls April 10th through April 16th.

—The Holocaust Resource Center offers a display of some materials from its collection in remembrance of Yom Hashoah. **Read, Remember, Reflect** on this important time of the year.

**May**—Senior student library workers’ favorite picks. Each year the library plates a book in honor of each of our senior student workers. We are grateful for their faithful service and we wish them all the best in the future. Congratulations!

If your class or organization is interested in reserving the library display areas (the glass case next to the main entrance door and the wood and glass case next to the reference desk) for an exhibit anytime in the future, please contact Kristin Brumbach (x7210, [kbrumbach@alb.edu](mailto:kbrumbach@alb.edu)).

## Something for Everyone @ Your Library

Celebrate National Library Week from April 10th–16th! This year’s theme is “Something for Everyone”

Ever have the feeling that you don’t need the library because your work is based in the studio, in the field, or it just doesn’t involve “heavy research?” Are you a senior who hasn’t seen the inside of the library since your admissions tour?

Now is a great time to return to *your* library and find out what we can do for you. You might be surprised at what we have to offer.

Come to our Open House on Wednesday April 13th. Have some cake, ask us your questions and find out how the Gingrich Library really does have “Something for Everyone.”

## I see that IL is important, how can I integrate it into my classroom?

The Library has appointed an Instruction Coordinator, Sidney Dreese, as a resource to assist the faculty in meeting the demands that the Middle States Commission on Higher Education places on us in the area of information literacy. He is the key person to talk to about your expectations for your students meeting course objectives, and he can help you design effective assignments and develop syllabi if you are having difficulty doing so. Sid’s contact



information is x7216 or [sdreese@alb.edu](mailto:sdreese@alb.edu).

**What makes library instruction more effective?** It is vital that faculty members attend the entire instruction session with their students. The librarian as a classroom instructor can be most effective as a guest expert in information and

research, rather than as a “substitute teacher.” Interaction between faculty members, librarians, and students enriches the learning process and emphasizes the importance of the library and information literacy to the students. In addition, students are often more attentive and engaged when the faculty member is present. By working jointly in the classroom with faculty, librarians are better able to help your students succeed.

Another helpful recommendation is that you contact your liaison librarian *at least 2 weeks in advance* to schedule an instruction session for your students so that they can most effectively schedule time and space resources for your class and have ample time to prepare unique materials to meet the needs of your course.

# Ed Tech Workshop

coming in May to *your* Gingrich Library.  
as Winter turns to Spring, and  
temperatures begin to rise, watch for  
more information.



GINGRICH LIBRARY,  
ALBRIGHT COLLEGE

Albright  
COLLEGE

*You can find it @ your library!*

Albright College Library  
P.O. Box 15234  
13th & Bern Streets  
Reading, PA 19612-5234

Circulation Desk: 610-921-7517  
Reference Desk: 610-921-7211  
Email: libraryref@alb.edu

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WE'RE ON THE WEB!

[WWW.ALBRIGHT.EDU/LIBRARY](http://WWW.ALBRIGHT.EDU/LIBRARY)

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## HRC Events for spring

Please join the Holocaust Resource Center in a very special spring semester of programming. Get cozy on your couch and watch Dr. John Inclendon live on "The Albright Scholar" at 8pm on February 14th on BCTV where he speaks about the courses he teaches in the Holocaust Studies Program at Albright. Call in during the program with your questions.

### **Inaugural Yashek Lecture Brings Rutgers Professor, Author to Albright**

Join us in person for the inaugural Yashek Lecture on Wednesday, February 23rd at 7:30pm in the South Lounge of the Campus Center (CCSL) as Dr. Jeffrey Shandler of Rutgers University gives a lecture entitled, *Living Room Witnesses: The Holocaust on American Television*. Dr. Shandler is the author of *While America Watches: Televising the Holocaust* and he co-authored *Entertaining America: Jews, Movies and Broadcasting*. He has taught at New York University and the University of Pennsylvania and is currently teaching in the Department of Jewish Studies at Rutgers University. He has lectured widely on such topics as Jewish memory culture, modern Yiddish literature and culture, American responses to the Holocaust and the role that the media plays in modern Jewish life. He has worked as curator of exhibitions and media programs at the National Jewish Archive of Broadcasting at the Jewish Museum in New York, the YIVO Institute, and the National Museum of American Jewish History in Philadelphia. Shandler received his Ph.D. in Yiddish Studies from Columbia University.

### **I. B. Singer Discussion Series Brings Generations Together**

Look at a topic in depth with Dr. John Inclendon's discussion series on Isaac Bashevis Singer's novel *Enemies: A Love Story*. We will discuss the book on Sunday March 6th from 7:30 -9pm in the Campus Center South Lounge (CCSL). The following Thursday March 10th, we will show the film at 7:30pm also in the CCSL. Wrap up the series with a final discussion on Sunday March 13th at 7:30 in the CCSL. *Enemies, a Love Story* is, perhaps, Singer's best-known Holocaust novel. Discussion will focus on Singer's distinctive perspective on the Holocaust, as seen in this work. This discussion series is particularly special because it will be intergenerational—a mixture of Albright students and people from the community. Temple Oheb Sholom's book club will participate with the students from Dr. Inclendon's class on The Holocaust in American Literature and Film. Of course, all Albright students and all from the Reading community are also invited. Please join us for a stirring discussion.