



Teaching Business Information Literacy. Genifer Snipes, Marlinda Karo, Ash E. Faulkner, and Lauren Reiter, eds. Chicago, IL: ACRL Press, 2022. 412 p. Paper, \$98 (ISBN: 978-0-8389-3909-3).

A collection of forty-one contributed chapters organized into nine topical sections, *Teaching Business Information Literacy* offers something for everyone engaged in library instruction in the contexts of business and entrepreneurship programs. From basic business research to more niche subjects, the chapters detail instructional approaches for a wide variety of topics and situations, with plenty of suggested modifications to further tailor each instructional session to suit the reader's circumstances.

The nine sections (Basic Business Research, Finance and Accounting, Entrepreneurship, Management, Marketing, Specialty Subjects, Data Literacy/Data Visualization, Experiential Learning/Career, and Using Technology in the Classroom) each contain three to six chapters. Most chapters are a concise four to six pages long, though a couple extend to seventeen pages. The instructional approaches range from the simple to the complex, and the time suggested for each intervention ranges from the typical forty-five minute one-shot to a semester-long workshop series. More than half are designed for an undergraduate audience, but most are adaptable to various audiences.

While the content is wide-ranging, the editors had the foresight to provide a structure for the authors to follow so that each chapter provides roughly the same information in the same order, though there is variation in the depth and scope of the various parts of each chapter. An introduction that precedes sections on planning and preparation describes the intended audience and the resources and tools used. Learning outcomes follow, along with an outline of the instruction itself. Most chapters also contain a section called "Transferability," which discusses how to adapt the instruction and activities for a variety of audiences, class sizes, time frames and venues (online versus face-to-face), as well as suggestions for alternative databases and resources. This consistent format makes the book more usable; a quick scan is all that's needed to grasp the main points of any chapter and determine its utility for a particular situation.

The introduction explains that one objective of this book is to provide guidance to those new to teaching information literacy in a business context, including new business librarians and those called upon to provide business information instruction, despite it being outside their wheelhouse. Of course, experienced business information literacy instructors can always benefit from new ideas and approaches, and so even those with years of experience can find fresh ideas and new resources here to reinvigorate their teaching. More than a third of the chapters include appendixes with worksheets or slides that can be copied or adapted, and many others provide links to download similar materials. These materials can save the reader hours of work. Another boon for any reader is the trove of freely available resources discussed, including information sources, as well as tools and platforms for teaching and interactivity. Familiar standbys like [Census.gov](https://www.census.gov) are mentioned frequently, but it will be the rare reader who is familiar with every freely available resource the book mentions. Those with fewer database subscriptions may find this aspect of the book especially worthwhile.

The chapters are designed to provide easy-to-follow outlines that can be carried out by someone relatively inexperienced in business information literacy instruction. Perhaps the larger potential value here is not in following the plans to the letter but, instead, using the

various chapters as a source of inspiration. The most effective instruction is one that you're comfortable delivering, and it's hard to imagine that most users would not adapt what's presented to their own styles, preferences, and situations. To that end, this reviewer recommends reading the entire book. Even chapters written to teach a particular topic, e.g., market research, can be useful sources of activities, lesson structures, and tools for teaching about a different topic entirely.

The few minor drawbacks do not detract from the usefulness of the book. While the introduction promises that ancillary materials are all available via the ACRL Sandbox, that is not actually the case. Many of the authors have provided links to access to these materials through various online platforms such as Google Drive, OSF, or their own institutional server space. At the time of writing, all the links currently worked and the materials were accessible. But as we all know, links get broken, servers are taken offline, and online providers disappear without warning, all of which raise concerns about the continued availability of these materials. Those new to business information literacy should be aware that some chapters are better than others at explaining everything with no presumptions about the reader's existing knowledge, so some additional reading and research may be required for the truly uninitiated. Finally, as with all collections, some chapters are better at living up to the book's title and stated goal than others. For example, a chapter on teaching business ethics outlines an interesting lesson plan but is only tangentially related to information literacy. These minor issues are more than made up for by the stronger aspects of the book.

In sum, whether you're new to business information literacy or a seasoned pro, there is something of value here. For those short on time and/or not blessed with reservoirs of instructional creativity, the generosity of the authors in sharing not only their ideas but their instructional materials as well will no doubt be appreciated. Readers with more time and headspace for instructional innovation will find many inspirational springboards and plenty of food for thought. This book's structured approach manages to provide a relatively comprehensive overview of the topic in a more organized and accessible way than the ACRL Sandbox has yet managed to do.—G. Arave, *Indiana University*

Daniel Levin Becker. *What's Good: Notes on Rap and Language*. San Francisco, CA: City Lights Books, 2022. 312p. Trade Paper. \$22.95. (ISBN 978-0-87286-876-2).



What's Good: Notes on Rap and Language is a studied, well-researched, critical, and loving exploration of the wit, humor, nuance, intelligence, meaning-making, truth telling, occasional hyperbolic absurdity, and craft of the MC and, in turn, Hip Hop culture. Becker approaches the topic with the care, competence, and appreciation of a lifelong Hip Hop aficionado and, as a result, *What's Good* is a remarkable achievement that deserves a place in any Hip Hop studies collection, just as it enjoys a spot on Virginia Tech Digging in the Crates: Hip Hop Studies' True School Studios' already crammed bookshelf.

Each of the nearly fifty concise chapters begins with a single line, couplet, or verse that serves as a jumping off point for a broader—and often extraordinarily wide-ranging—exploration. Topics range from the (former cultural faux pas?) biting, the evolution of slang, writing versus freestyling, values, criticism, irony, intelligences, and more. The chapters often prominently feature Becker's lived personal experiences. Despite the occasional detour,