In the *news*

Welcome to the January 2019 issue of *C&RL News*. We start out the new *News* year with three articles focusing on information literacy instruction. In the latest installment of our Perspectives on the Framework column, Elizabeth Dolinger discusses engaging faculty with the ACRL Framework in her article "Defining and teaching information literacy."

Librarians at Ohio University collaborated with classroom faculty through a series of workshops and grants to revamp course syllabi with a focus on information literacy and discuss the project in "Reimagining the research assignment." Mireille Djenno discusses her efforts at building relationships with instructors around the use of primary source materials in the classroom in the article "Scaffolding the collection manager-instructor relationship."

This month's Scholarly Communication column focuses on the intersections of scholarly communication and information literacy. Hailley M. Fargo, Nicholas J. Rowland, and Jeffrey A. Knapp write about an innovative program using scholarly book reviews to help students think about the publishing ecosystem in their article "Scholarship as conversation."

As part of our continued focus on equity diversity and inclusion issues, Sierra Laddusaw and Jeremy Brett discuss using "Dyslexia-friendly fonts" in order to increase accessibility and readability of exhibit guides at the Texas A&M University.

This month's ACRL TechConnect article features an examination of "Creating a knowledge sharing community" to increase internal collaboration at the Tulsa Community College Library by Andy Taylor.

Make sure to check out the other features and departments this month, including a look at the candidates for ACRL offices in the 2019 election, Internet Resources on FOIA requests by Lisa De-Luca, a spotlight on the libraries of Cleveland, and a The Way I See It essay highlighting "Best practices in roving reference services" by Daniel A. Sabol.

—*David Free, editor-in-chief, dfree@ala.org*