LIS-S 524 ADULT READERS ADVISORY

Department of Library and Information Science - School of Informatics and Computing

Spring Semester

3 Credits

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Ranganthan's 5 Laws:

1. Books are for use.
2. Every reader his [or her] book.
4. Save the time of the user.
5. The library is a growing organism.

Course Description:

This course is designed to teach students how to meet the popular reading needs of adult public library users. Genre fiction, literary fiction, and non-fiction titles along with readers’ advisory resources and tools are explored. Readers’ advisory services including the interview, book lists, and book discussion groups are examined. Relevant research, trends and issues related to readers’ advisory are discussed.

Objectives:

Upon completion of this course, students will be able to:

- Identify, discuss, recommend, and write about a variety of genre fiction and non-fiction title and related emergent issues.
- Provide readers’ advisory services including interviewing, recommending, writing annotation and creating content/subject focused book lists.
- Use and evaluate readers’ advisory tools and resources.
- Lead book discussion groups.

MLS Program Goals:

- Approach Professional Issues with Understanding
- Represent and Organize Information Resources
- Analyze and evaluate information systems and services in a variety of settings
• Use Research Effectively
• Implement and evaluate information and communication technologies for efficiency, usability, and value to users
• Deploy Information Technologies in Effective and Innovative Ways

Text:


Blog Address: http://readersadvisoryblog.blogspot.com/

Week 1

Introductions, Review of Syllabus, Blogs, and Reader Profiles

History of Readers’ Advisory:

• Chapter 1 - Textbook


Week 2

Appeal:


• NoveList Editorial & St. Louis Public Library Staff (n.d.) The Appeal of Books. From the NoveList Database. [Files - Canvas]


Writing About Reading:

• See Appendix A for suggested annotation content.

The Interview:


• Ross, C. S., Nilsen, K., & Dewdney, P. (2002). The readers' advisory interview. In Conducting the Reference Interview (pp. 163-175). New York: Neal-Schuman. [Files - Canvas]


Due:

1. Name and URL of blog emailed to the instructor through Canvas.

2. The five genres you will be reading and annotating for this class. Annotations will be due in the week they are assigned, and will be turned in on your blog. You do not have to know what books you are reading yet, just what genres.

3. Personal reading profile posted to your blog.

Week 3

Adrenaline Genres: Suspense & Thrillers:

• Chapters 4 & 5 - Textbook

RA Tools:


• Chelton, M.K. (2012) Readers Advisory tools for adult readers: A five-year retrospective selected bibliography, with a few earlier exceptions. [Files - Canvas]

Review:

The Readers' Advisor Online - IUPUI database
NoveList - Available through some Indiana Public Libraries
See Appendix B for Read-a-like websites

Due:

1. Suspense and thriller annotations posted to blog for this week's selectors.
2. Your first prompt response. I will post a prompt here on the blog very shortly. Remember you also will need to reply to two of your classmates responses as well. Please refer back to the assignment description in week one if you have any questions about these.
3. Please also remember that by the end of Week Four I will need to have your Secret Shopper Assignment! That one takes some planning so be looking ahead!

Week 4

Reader's Advisory Transaction:


Due:

1. Secret Shopper Assignment.

Week 5

Adrenaline Genres: Adventure & Romantic Suspense:

• Chapters 2 & 3 – Textbook

Writing reviews for pay or pleasure:

• PowerPoint [Files - Canvas]
Review:


Due:

1. A “Kirkus-style” review of a book you loved or really didn’t like so much.
2. Adventure and romantic suspense annotations posted to blog for this week’s selectors.
3. Prompt response on your blog.

Week 6

*Emotions Genres: Gentle Reads, Horror, & Romance:*

- Chapters 6, 7, & 8 – Textbook


*Integrated Advisory:*


*Book Talks:*


Due:

1. Gentle reads, horror, and romance annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

Week 7

*Intellect Genres: Mysteries & Science Fiction:*

- Chapters 11 & 13 – Textbook

- Hollands, N. (2010). Understanding the genres. In Fellowship in a Ring, Denver: Libraries Unlimited, pp. 31-54. [Files - Canvas]
Book Controversies:


Due:

1. Mystery and science fiction annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

Week 8

Emotions Genre: Women’s Lives and Relationships:

- Chapter 9 – Textbook

Quality vs. Demand:


Due:

1. Special Topics Paper.
2. Women’s Lives and Relationships annotations posted to for this week’s selectors.
3. Please also remember that by the end of Week Nine you will have had to participate or observe in a book club! That one takes some planning so be looking ahead!

Week 9

Book Discussions:


Due:

1. Observe or participate in a book club and share your experience on your blog.

Week 10 NO CLASS -

Enjoy Your Spring Break!

Week 11

Landscape Genres: Fantasy, Historical Fiction, Westerns:

• Chapters 14, 15, & 16 - Textbook

EBooks and Audiobooks:


Due:

1. Fantasy, Historical Fiction, and Westerns annotations posted to blog for this week's selectors.
2. Prompt response on your blog.

Week 12

Non-fiction, Book Awards, Book Lists:

• Chapters 1 & 2 [Files - Canvas]
• Nonfiction Reading Plan [Files - Canvas]

Review:
Readers' Advisory Online – Select Browse – Then Awards – Review some of the 300 awards
National Book Awards - http://www.nationalbook.org/index_sub.html
Pulitzer: http://www.pulitzer.org/
100 Best: http://www.randomhouse.com/modernlibrary/100bestnovels.html

Due:
1. Non-fiction annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

Week 13

New Adult & Young Adult Novels:

- Pierce, J. B. (Fall 2006). The borderland age and borderline books: The early practice of reader’s advisory for youth. Young Adult Library Services, 5(1), 42-47.

Due:
1. New Adult and young adult annotations posted to blog for this week’s selectors.
2. Prompt response on your blog.

Week 14

Urban Fiction, African American, and GLBTQ:

- Stonewall Book Awards List: http://www.ala.org/glbtrt/award/honored

Due:

1. Urban Fiction, African American, and GLBTQ annotations posted to for this week's selectors.
2. Prompt response on your blog.

Week 15

Marketing of Readers' Advisory Services:


Due:

1. Prompt response on your blog.
2. Make sure you're working on your final project!

Week 16

Culture of Reading:

• Germano, W., Di Leo, J., & Wachtell, D. (2010, October 1). Fate of the book. The Chronicle Review. [Files - Canvas]

Due:

1. Prompt response on your blog.
2. Final project

Assignments:
1. **Create a Blog – 5%**

Most of our communication in this class will be via blog. I feel this is a more organic way to communicate than Canvas forums, plus you can keep it after you graduate. If you have never created a blog before and need help let me know. I suggest using Blogger or Wordpress because they are very easy to create and upkeep. Plus both platforms are free! Once you give me your blog URL, I will post it in the blog roll on the classroom blog, http://readersadvisoryblog.blogspot.com/, that way you can see all of your classmates’ blogs and easily comment on them, follow them, however you want to keep track – it’s up to you. It has proven a great way to start or add to your social network of librarians. Feel free to use your current blog if you have one – just please label any assignments clearly.

Your blog doesn’t have to be super pretty or complicated. It has to be functioning and easy for your classmates to navigate. The main purpose of your blog is to post weekly assignments, reflections, reviews, etc. You will also be responsible for commenting on your classmates blogs (which will count towards your participation). Be as creative or plain as you want! The sky is the limit!

2. **Personal Reading Profile – 5%**

Create a personal reading profile. See class blog for example.

3. **Secret Shopper Assignment – 10%**

Using a public library where you are not known or a librarian who does not know you, ask for a good book to read. Discuss what happens: What questions were you asked? What tools if any did the librarian use to help you? Did the librarian successfully find a “good book” for you to read? If yes, how so? If no, why not? Post to Blogs and email a copy to me via Canvas.

4. **Kirkus Style Review – 5%**

Write a Kirkus-style review of a book you love or did not like so much.

5. **Special Topics Paper – 15%**

Each student will be responsible for posting a special topic paper to their blog. Topics have to be approved by the instructor. Topics can relate to any aspect of readers advisory: specific genres, trends, tools, debates, history, etc. Post to Blogs and email a copy to me via Canvas.

6. **Book Club Experience – 5%**

Observe or participate in a book club and share your experience on your blog.
7. **Book Annotations – 15%**

Read and annotate 5 books, each from a different genre, as indicated in the Text. Annotations should be about 1 or 2 pages long at most.

Due: Annotations are to be posted to your blogs within one week of our class discussion of that particular genre.

8. **Prompt Responses – 10%**

Post a response on your blog within a week of reading the prompt on the class blog. Each prompt response should equal a page or two in Microsoft Word.

Due: Prompt responses are to be posted to your blogs within one week of the prompt being posted on the class blog.

9. **Final – 20%**

You must choose between one of the following:

- **Lab A: The Readers’ Advisor is In:**
  
  Provide readers advisory services to at least 5 different people.
  
  Do not use participants real names; create a reader profile describing their reading habits and preferences; list a few of the questions you asked them, indicate which tools/bibliographic aids you used to find other books; what you recommended; what they read; how well you met their reading interests.
  
  Submit paper via Canvas email to me. Please use consistent formatting in whatever style you prefer.

- **Lab B: Reading List as Community Service:**
  
  Create an annotated book list on a topic of interest to adult readers. Work with a public librarian to negotiate a topic relevant to the library’s community.
  
  Write about the various aspects of the experience, e.g., the library, the community, factors considered, tools used, the product (display, flyer with list); how selected were made; and the final list.
  
  Submit paper via Canvas email to me. Please use consistent formatting in whatever style you prefer.

10. **Class Participation – 10%**

I will expect you to comment on each others’ blogs. Reading about what other people are reading helps A LOT in readers’ advisory. I know this probably goes unsaid but just in case, there is one
ground rule – this is a safe place. No teasing each other – if someone says the only book they have ever loved is a sparkly vampire romance they are to be treated with respect, just as a patron would. The definition of a good book, for the purpose of RA, is always one that is enjoyed by the reader. Every week that there is a prompt or annotation posted on yours or your classmate’s blogs, I expect you to comment on at least three different blog postings. It didn’t have to be a long comment, but it should be thoughtful, helpful, and add to the discussion.

**Due Dates:**

There is some flexibility with regards to due dates, however there will be an extra assignment for late work. Please annotate the books you’ve selected within a week of discussing the related genres in class.

**Grading Scale:**

A (4.0) Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- (3.7) Excellent Achievement. Student Performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior matter.

B+ (3.3) Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B (3.0) Good Work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- (2.7) Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ (2.3) Unsatisfactory work and inadequate understanding of course materials.

**Academic Dishonesty:**

Please review here (http://www.dsa.indiana.edu/Code ) the university’s statement on academic dishonesty. Statement related to cheating and plagiarism is highlighted in the following. Please be aware that failure to comply with University policies may result in disciplinary actions ranging from warnings to expulsion.

A student must not submit work that reproduces ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

**Students with Disabilities:**

Qualified students with disabilities may want to register with Adaptive Educational Services (AES) for accommodations. They will need to complete appropriate forms with the AES office in Cavanaugh Hall 001E, 425 University Blvd, Indianapolis, IN 46202-5140. The office can also be reached by calling 317-274-3241 or 317-278-2050 TTD/TTY, by fax 317-274-2051, or by email (aes@iupui.edu). More information can be available at (http://www.iupui.edu/~sldweb/aes/).

**Rights & Responsibilities:**

The entire IUPUI - Code of Student Rights, Responsibilities, and Conduct is part of the syllabus. You can find the Code here: http://life.iupui.edu/rights/docs/CodeofConduct.pdf

**Appendix A:**

Suggested (by Saricks) format for in-class book annotation

Author:

Title:

Genre:

Publication Date:

Number of Pages:

Geographical Setting:

Time Period:

Series (If applicable):

Plot Summary:

Subject Headings:

Appeal:

3 terms that best describe this book:

Similar Authors and Works (why are they similar?):

3 Relevant Non-Fiction Works and Authors
3 Relevant Fiction Works and Authors

Appendix B:
Sources of Information for Read A-Likes

1. Readers Advisor Online – IUPUI Library database
2. NoveList – certain public libraries (including IndyPL)
3. KDL What’s Next Database – for series info; http://ww2.kdl.org/libcat/WhatsNextNEW.asp
4. Literature Map http://www.literature-map.com/
5. Fantastic Fiction - http://www.fantasticfiction.co.uk/
7. Stop you are Killing Me – for Mysteries only; http://www.stopyourekillingme.com/