S524 – Adult Readers Advisory
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Thursdays, 6 to 8:40, UL1116
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Ranganathan’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 titles and related emergent issues
• Provide readers’ advisory services including interviewing, recommending, writing annotations and creating content/subject focused book lists
• Use and evaluate readers’ advisory tools and resources
• Lead book discussion groups

MLS Program Goals
• Analyze and identify the information needs of diverse communities of users
• Educate users and potential users to locate, use, and evaluate information resources and tools
• Analyze and evaluate information systems and services in a variety of settings
• Communicate effectively to a variety of audiences
• Implement and evaluate information and communication technologies for efficiency, usability, and value to users
• Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
• Anticipate emerging trends and respond proactively

**Text**


Other readings are assigned weekly.

Blog Address: [http://readersadvisors.blogspot.com/](http://readersadvisors.blogspot.com/)

**Week 1, January 10, 2013**

*Introductions, Review of Syllabus, Blogs, and Reader Profiles*

**History of Readers’ Advisory**


**Week 2, January 17, 2013**

*Appeal*


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


Writing about Reading


Other useful RA Handouts by Chelton & Smith: http://www.sjrlc.org/readersadvisory.htm


See Appendix A for suggested annotation content.

The Interview


Due:

Personal Profile
Name and URL of blog emailed to instructor through Oncourse.
Genre selections handout completed and turned in during class.
**Week 3, January 24, 2013**

*Adrenaline Genres: Suspense & Thrillers*

Text

*RA Tools*


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


**Review:**

The Reader’s Advisor Online – IUPUI library database

NoveList – Available through some Indiana Public Libraries

See Appendix B for Read-a-like websites.

**Week 4, January 31, 2013**

*Readers Advisory Transaction*


**Due:**

Secret Shopper Assignment

**Week 5, February 7, 2013**

*Adrenaline Genres: Adventure & Romantic Suspense*
Book Reviews

Review:


Due:

A “Kirkus-style” review of a book you loved or really didn’t like so much.

Week 6, February 14, 2013

Happy Valentine’s Day!

Emotions Genres: Gentle Reads, Horror and Romance

Text


Integrated Advisory


Book Talks


Week 7, February 21, 2013

Intellect Genres: Mysteries and Science Fiction

**Book Controversies**


**For general information on Grass see: http://en.wikipedia.org/wiki/Gunther_Grass


**Week 8, February 28, 2013**

*Emotions Genre: Women’s Lives and Relationships*

Text

**Quality v. Demand**


**Due:**

Special Topics Paper

**Week 9, March 7, 2013**

**Book Discussions**

Short Story: “Sur.” By Ursula K. LeGuin. [Handout]


**Week 10, March 14, 2013 No Class Spring Break ***ENJOY****

**Week 11, March 21, 2013**

*Landscape Genres: Fantasy, Historical Fiction, Westerns*

Text

**eBooks and Audio Books**


Review:


Week 12, March 28, 2013

Non-fiction, Book Awards, Book Lists


• Chapters 1 & 2 [Oncourse]
• Nonfiction Reading Plan [Oncourse]
• The Readers’ Advisory Matrix [Oncourse]

Review:

Readers’ Advisory Online – Select Browse – Then Awards – Review some of the 300 awards

ALA’s Notable Books -
http://www.al.org/ala/mgrps/divs/rusa/awards/notablebooks/index.cfm

National Book Awards - http://www.nationalbook.org/index_sub.html

Pulitzer: http://www.pulitzer.org/

100 Best: http://www.randomhouse.com/modernlibrary/100bestnovels.html
**Week 13, April 4, 2013**

*Urban Fiction & Young Adult Novels*

*Guest Lecturer!*


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.


**Week 14, April 11, 2013**

*African American*


**Review:**


*GBLTQ*

Review:

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

Poetry, Short Stories

Review:


Week 15, April 18, 2013

Marketing of Readers’ Advisory Services


Suggested Readings: Adult Programming & Services


Lear, B. W. (2002). Adult programs in the library. Chicago: ALA. Read the following chapters: Introduction; Chapter 1

• Part 1: Tying programming to your library’s mission;


Due:

Presentations

Week 16, April 25, 2013

Culture of Reading


Due:

Presentations

Assignments

1. Personal Profile: 5%

Create a personal reading profile.

Due: January 17, Post to Blog.

2. Secret Shopper Assignment: 5%

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? Be prepared to discuss your experience in class. If you cannot attend class, you will have to turn in a written assignment.

Due: January 31, Description posted to your blog.

3. Review: 5%

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

Due: February 7, Post to Blog.

4. Special Topics Paper: 20%

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.
Due: February 28, Post to Blogs and email a copy to me via Oncourse.

5. Book Annotations: 25%

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.

-One must be a classic in the particular genre.

-If you want, one genre can be substituted with one of the following genres: non-fiction, Street Lit, Chick Lit, GLBTQ, African-American Fiction, or a Young Adult Novel that is considered a crossover e.g. Doctorow, Rowling, Meyer, Zusak.

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

6. Lab: 25%

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 Oncourse 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 Oncourse email to me. Please use consistent formatting in whatever style you prefer.

Due: May 1.
Presentation/part of Lab:

Prepare a 10 minute presentation on your Lab experience.

Due: April 18 & April 25

7. Class Participation: 15%
You will be expected to participate in discussions generally and attend class. Specifically, you will be expected to participate in at least 3 of the genre specific discussions held in class by providing input based on the books you’ve read for class. Prepare a handout with read-a-likes for the three titles you are assigned to present in class.

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 our discussing the related genres in class.

Grading Scale (SLIS Bulletin)
(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 manner.
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

Additionally, you may not make an audio and/or visual recording of class and you may not take a photograph of me, unless you have my permission. If you do so without permission, you will be removed from the class and you may face further disciplinary action. Why? I do not wish to end up on YouTube or any other web distribution point. Thanks.

**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/
6. Stop you are Killing Me –for Mysteries only; http://www.stopyourekillingme.com/