ST. CATHERINE UNIVERSITY
MASTER OF LIBRARY AND INFORMATION SCIENCE PROGRAM

LIS 7630 Readers’ Advisory Services
Spring Semester 2013

DAYS/TIMES: 5 p.m. – 10 p.m. on February 8 & 15, March 1, 15, & 22, April 5 & 19, and May 3 & 17.
CLASS LOCATION: CdC 19
CREDIT HOURS: 3 Semester Hour
PREREQUISITES WITH CONCURRENCY: LIS 7010, 7030, 7040

INSTRUCTOR: LeAnn Suchy
OFFICE HOURS: By appointment (evenings or weekends)
TELEPHONE: 612-963-8222 (home phone, evenings or weekends)
EMAIL: llsuchy@stkate.edu

CATALOG DESCRIPTION

A course on serving adult reading needs that addresses fiction (mystery, science fiction, romance, western and more), nonfiction (self-help, biography and history), and links among the fiction and nonfiction genres. The relationship of readers advisory services with reference and other library programs, research on adult reading and popular reading in an information society are examined. You also gain experience in adult book discussions.

MLIS STUDENT LEARNING OUTCOMES

- Identify and analyze information needs and opportunities of individuals and organizations.
- Demonstrate critical thinking by integrating relevant models, theories, research, and practices.
- Demonstrate management, interpersonal, and organizational skills.
- Communicate knowledge from library and information studies and related disciplines.
- Demonstrate information technology fluency.
- Demonstrate awareness of diverse groups and how to serve them effectively.
- Teach others to identify, analyze, organize, and use information.
- Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science technology.
- Participate in ongoing professional development.
LEARNING OUTCOMES

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
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| Describe popular genres in fiction and nonfiction. | • Discussions based on readings  
• Genre Study Group Presentation & Report assignment |
| Analyze books in various genres based on criteria for genre. | • Discussions based on readings  
• Genre Study Group Presentation & Report assignment  
• Reading Suggestions assignment |
| Conduct readers advisory interview to recommend books. | • Discussions based on readings  
• Reading Suggestions assignment |
| Plan book-related activities for adults (book clubs, author events, book-specific gatherings, etc.) | • Discussions based on readings  
• Lead a Book Discussion & Overview assignment  
• Book Event Observation assignment  
• Genre Study Group Presentation & Report assignment |
| Promote books through a variety of avenues. | • Discussions based on readings  
• Lead a Book Discussion & Overview assignment  
• Genre Group Study Presentation & Report assignment  
• Book Trailer assignment |
| Write professional library book reviews based on genre criteria. | • Discussions based on readings  
• Book Reviews assignment |

LEARNING ACTIVITIES

Instructional/facilitation methods include lecture, readings, large and small group discussions, guest speakers, collaborative/cooperative learning, student presentations, and written assignments.

TEXTBOOKS AND OTHER REQUIRED MATERIALS

Textbooks


Library Association.

**Articles/Book Chapters**


**Required Fiction & Nonfiction**

You will be required to read the following books, as well as additional books that you will sign up for on the first day of class.

Read at least one book in ebook or audiobook format. It can be one of these books or one of the books you sign up for on the first day of class. (Note: Not every book listed will be available as an ebook or audiobook.)

Beam, Cris. *I Am J*. Young Adult

Cline, Ernest. *Ready Player One*. Science Fiction


Krueger, William Kent. *Trickster’s Point*. Mystery


Semple, Maria. *Where’d You Go, Bernadette*. Women’s Lives

Ward, Jesmyn. *Salvage the Bones*. Literary Fiction

Additional Fiction & Nonfiction

On the first day of class students will sign up for one book in each of these genres/categories. (Note: You may not get the book you want, so do not read ahead on these books before class.)

**Mystery/Thriller/Suspense**
- Bradley, Alan. *The Sweetness at the Bottom of the Pie*. Mystery/amateur detective
- Coben, Harlan. *Stay Close*. Suspense
- Flynn, Gillian. *Gone Girl*. Thriller/psychological
- Flynn, Vince. *Kill Shot*. Thriller/political
- Gardner, Lisa. *Catch Me*. Suspense

**Historical Fiction**
- Brooks, Geraldine. *Caleb’s Crossing*. 17th century America/Native American
- George, Alex. *A Good American*. Early 20th century/Immigrants
- Harrison, Kathryn. *The Enchantments*. Early 20th century/Romanov

**Science Fiction/Fantasy**
- Carey, Jacqueline. *Dark Currents*. Fantasy/mystery
- Jemisin, N. K. *The Killing Moon*. Fantasy/epic
- Scalzi, John. *Fuzzy Nation*. Science Fiction/space opera
- Willis, Connie. *Blackout*. Science Fiction/time travel

**Romance/Women’s Lives/Gentle Reads**
- Stuart, Julia. *The Tower, the Zoo, and the Tortoise*. Gentle Read/love & loss
- Quinn, Julia. *Just Like Heaven*. Romance/regency

**Young Adult / Adult Crossover**
- Ness, Patrick. *The Knife of Never Letting Go*. Science Fiction/dystopia
- Taylor, Laini. *Daughter of Smoke and Bone*. Fantasy
- Wein, Elizabeth. *Code Name Verity*. Historical Fiction/WWII/mystery

**Graphic Novel**
- Gladstone, Brooke. *The Influencing Machine*. Graphic nonfiction
• Moore, Alan. *Watchmen*. Science Fiction & Fantasy/superhero
• Satrapi, Marjane. *The Complete Persepolis*. Memoir
• Snyder, Scott & Stephen King. *American Vampire Volume 1*. Horror

**Nonfiction**
• Boo, Katherine. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*. Narrative nonfiction.
• Garfield, Simon. *Just My Type: A Book About Fonts*. History/pop culture
• Lawson, Jenny. *Let’s Pretend this Never Happened: (A Mostly True Memoir)*. Memoir/humor
• Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Biography/science

**LEARNING RESOURCES (D2L)**

Please go to the D2L course site for course announcements and course learning resources, including course documents, websites related to course content, etc. Please check D2L daily.

**GRADING POLICIES**

Grading scale for LIS 7630 is as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>83 – 86%</td>
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<tr>
<td>B-</td>
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<td>74 – 76%</td>
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<td>C-</td>
<td>70 – 73%</td>
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<td>F</td>
<td>Below 70%</td>
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Assignments that are late (unexcused) will be docked 1% for each academic day it is late.

**INCOMPLETE GRADE**

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must
be making satisfactory progress in the course and you must have completed 75% of
the course at the time the petition is filed. Incompletes are awarded at the
instructor’s discretion. If granted, the normal deadline for completion of the work is
no more than eight weeks after the last day of classes in the session or sub-session
in which the course is offered. The instructor may establish a due date after the
normal deadline if you request it and special circumstances warrant it. The
instructor will submit an alternate grade that will automatically be recorded if you
do not complete the requirements for the course by the deadline. If you complete
the course requirements in the time allotted, the instructor must submit the final
grade by the deadline. Extensions to the due date originally agreed to by you and
your instructor must be approved by the appropriate academic dean.

STUDENT ATTENDANCE EXPECTATIONS

St. Catherine University defines attendance as participating in the faculty and
student interaction required by the course. Attendance means that students are
expected to arrive at class on time and stay for the duration of the class.

Students who do not attend the first day of class will be withdrawn from the course
by the Registrar’s Office. Under all other circumstances, the student must initiate
withdrawal from a course. Even if a student does not attend class meetings or does
not log into the online course, the student remains financially responsible for paying
tuition for the course, up to the date of formal withdrawal. The academic calendars
on the University’s website contain the add, drop and withdrawal deadlines.

ACCOMMODATIONS

Saint Catherine University is committed to equal access for all and recognizes that
disability is an aspect of diversity. The University’s goal is to create learning
environments that are usable, equitable, inclusive and welcoming. If there are
aspects of the instruction or design of this course that result in barriers to the
learning environment, accurate assessment or your achievement, please contact the
Resources for Disabilities office as soon as possible. Access Consultants can be
reached in the O’Neill Center at 651-690-6563 to discuss academic adjustments or
accommodations.

ACADEMIC INTEGRITY

Please refer to the “Academic Integrity Policy” in the Undergraduate or Graduate
Academic Catalog.

LIBERAL ARTS GOALS
LIS 7630 Readers’ Advisory Services advances the attainment the University’s “Goals of a Liberal Arts Education”, specifically as this course prepares students to explore the nature of critical thinking in library and information science. Specific liberal arts goals addressed in this course include: Leadership and Collaboration, Critical and Creative Inquiry, Discipline-Based Competence, Effective Communication and Lifelong Learning, Diversity and Global Perspectives.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Attendance and Participation (15%)

   Attend every class and participate in discussions, group work and class activities. You will be responsible for completing the readings listed in the Course Calendar before class.

2. Lead a Book Discussion & Overview (10%)

   You will sign up to read additional books for each genre, and for one of those books you will lead the book discussion and overview in the class period in which the genre is discussed.

   2-3 students will read the same book, so you will lead a 15-20 minute discussion with those students. Think of the discussion as a mini book club, so come prepared with 3-5 questions you may discuss. Turn in those questions to the instructor at the beginning of the class period.

   After the discussion, you will address the whole class to give an overview of the book. The overview should include a brief discussion of the author, a summary of the plot, and an evaluation of the book based on genre characteristics. The overview should be no more than 10 minutes in length.

3. Reading Suggestions (15%)

   This assignment has two parts: 1) write a 1-2 page description of your reading habits, and 2) look at another student’s reading habits, conduct a reader’s advisory interview with that student, and write him or her a 3-5 page paper with book suggestions.

   Due Class 2 (February 15): Write a 1-2 page analysis of your reading habits. Include:

   • At least 2 of your favorite book genres and what you like about those genres;
• 3-5 books in those genres you enjoyed and what you enjoyed about them.

Bring two copies of your reading habits, one for the instructor and one for a classmate.
Due Class 3 (March 1): A 3-5 page paper offering book suggestions for the classmate’s paper you received. Include:

• 10 book suggestions: brief summaries of the book (no more than a few sentences) and why this person may like it;
• At least 5 different readers’ advisory sources to find book suggestions and note which ones you used with each suggestion.

Bring two copies of your reading suggestions, one for the instructor and one for the classmate.

5% of the grade based upon your reading habits paper. 10% based upon the reading suggestions paper.

4. Book Event Observation (10%)

Go to a library’s, bookstore’s or other literary-related organization’s (like The Loft Literary Center) book-related event and write a 2-page observation of the event. The event needs to be book-related, so it could be a book club, author visit, book party, etc.

The 2-page observation should describe the event and discuss how you might provide a similar program in a library. You may ask questions of the staff organizing the event to obtain more information about planning these events (though this isn’t always possible and is not a requirement of the assignment).

Due Class 6 (April 5).

5. Book Trailer (15%)

Create a book trailer for one of the books you read during the course of this class. The book you choose is up to you, but it needs to be a different book than the one you used for the Lead a Book Discussion & Overview assignment.

The book trailer can be created using software of your choosing. Suggestions include iMovie, Windows Movie Maker, Animoto, Stupeflix, etc.
The trailer should include images and/or video, music, and text. Make sure to use copyright-friendly images, video, and music.

Trailers should be at least 1 minute in length, but not longer than 2 minutes. Links to trailers need to be posted in the Book Trailers forum in D2L on or before the day they are due.

Due Class 7 (April 19).

6. Genre Study Group Presentation & Report (20%)

On the first day of class you will form groups to give a presentation and report on a certain genre: Adventure, Horror, Western, LGBT, Inspirational, or Classics.

You will each read 2 books (not the same books) in the genre and you must review these books in the Book Reviews assignment. You will also create at least 8 book club questions for both these books and include them as appendices to the report.

The presentations will be one hour long, including time for questions.

Reports should be 1000-1500 words and turned in during the same class period in which the presentation is given.

Presentations and reports must include:

- An overview of the genre, including popular subgenres.
- Popular authors in this genre.
- Suggested library book events for this genre (or for certain books in this genre).
- Websites for information on this genre. These could include genre award websites, book bloggers, groups in Goodreads, publisher websites, etc.
- 10 current books from the genre, published within the last 5 years (except for the Classics genre; Classics should include 10 popular books). In the presentation these 10 books will be given as quick booktalks, 5 per group member. In the report they will be written in a list with a brief annotation for each book.

Both the presentation and report will be worth 10% of this grade.
Due Classes 8 and 9. Class 8 (May 3) will be Adventure, Horror, and Western. Class 9 (May 17) will be LGBT, Inspirational, and Classics.

7. Book Reviews (15%)

You will write 8 book reviews for 8 books from the course list. The books you read in either audiobook or ebook format, and the 2 books you read for the Genre Study Group Presentation & Report assignment, must account for 3 of the 8 reviews.

You will set up a blog for these book reviews. You can use whatever blogging platform you want, like Blogger, Wordpress, Tumblr, etc. Post a link to your blog in the Blog Links discussion board in D2L.

You will write these book reviews as if you are writing them for a library. They should be no longer than 200 words each.

All reviews must be written by Class 9 (May 17).
### COURSE SCHEDULE AND ASSIGNMENTS

#### Class 1 (February 8)
Course overview; what is readers’ advisory; book clubs in libraries; signing up for books and genres; book discussion

<table>
<thead>
<tr>
<th>Textbook readings</th>
<th>Saricks</th>
<th>Chapter 10, Literary Fiction</th>
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<tbody>
<tr>
<td></td>
<td>Moyer</td>
<td>Chapter 13, Book Group Kits</td>
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<td>Chapter 15, Book Groups</td>
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<tr>
<td>Required book</td>
<td>Ward, <em>Salvage the Bones</em></td>
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#### Class 2 (February 15)
Mystery/Thriller/Suspense genre discussion; book discussions; murder mystery parties; librarian guest speakers; readers’ advisory tools

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<tr>
<th>Textbook readings</th>
<th>Saricks</th>
<th>Chapter 4, Suspense</th>
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<tr>
<td></td>
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<td>Chapter 5, Thrillers</td>
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<td></td>
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<td>Chapter 11, Mysteries</td>
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<tr>
<td>Moyer</td>
<td></td>
<td>Chapter 12, Read-Alikes</td>
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<tr>
<td>Required books</td>
<td>Kruger, <em>Trickster's Point</em></td>
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<td>Additional genre book</td>
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#### Assignments
- Student-led Book Discussions & Overviews
- Two copies of personal reading profile for the Reading Suggestions assignment.

Class includes a murder mystery game with guest librarian speakers:
- Heather Tompkins, Carleton College
- Jennifer Hootman, Minitex
- Katie Polley, Dakota County Libraries
### Class 3 (March 1)
Historical Fiction genre discussion; book discussions; author speaker; book reviewing for libraries

| Textbook readings | Saricks  
| - Chapter 15, Historical Fiction  
| Moyer  
| - Chapter 6, Reviews and Annotations...  
| - Chapter 7, Reviewing Audiobooks  
| - Chapter 8, How to Review Graphic Novels...  
| - Chapter 16, How to Host Author Events  

| Required books | Maltman, *The Night Birds*  
| Additional genre book  

| Assignments | Assignments due:  
| - Student-led Book Discussions & Overviews  
| - Two copies of Reading Suggestions assignment.  

Class includes guest speaker Thomas Maltman, author of *The Night Birds.*

### Class 4 (March 15)
Science Fiction/Fantasy genre discussion; book discussions; adult storytime; book trailers

| Textbook/article readings | Saricks  
| - Chapter 13, Science Fiction  
| - Chapter 14, Fantasy  
| Moyer  
| - Chapter 17, Adult Storytime  
| Bates article “Weaving a Virtual Story...”  

| Required books | Cline, *Ready Player One*  
| Additional genre book  

| Assignments | Assignments due:  
| - Student-led Book Discussions & Overviews  

Class includes a *Ready Player One* 80s party. Prizes for best 80s costume and games.
### Class 5 (March 22)
Romance/Women’s Lives/Gentle Reads genre discussion; book discussions; book promotion

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<tr>
<th>Textbook readings</th>
<th>Saricks</th>
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|                   | • Chapter 6, Gentle Reads  
|                   | • Chapter 8, Romance  
|                   | • Chapter 9, Women’s Lives and Relationships  

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<tr>
<th>Moyer</th>
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| • Chapter 10, Passive Readers’ Advisory…  
| • Chapter 11, Creating Themed Booklists |

| Required books | Semple, *Where’d You Go, Bernadette*  
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<td>Additional genre book</td>
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</table>
| Assignments    | Assignments due:  
|                | • Student-led Book Discussions & Overviews |

### Class 6 (April 5)
Young Adult Lit for Adults/Graphic Novels genre discussion; book discussions; book promotion; librarian guest speakers

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<thead>
<tr>
<th>Textbook/book chapter readings</th>
<th>Moyer</th>
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|                                | • Chapter 21, Suggesting Adult Books to Teen Readers  
|                                | • Chapter 22, Suggesting Teen Books to Adult Readers  

Goldsmith book chapter, “What’s Special About…”

| Required books | Beam, *I Am J*  
|----------------|-------------------------------------|
|                | Gaiman, *Sandman Volume 1: Preludes & Nocturnes*  
|                | Additional genre book |

| Assignment | Assignments due:  
|------------|--------------------------------------------------|
|            | • Student-led Book Discussions & Overviews  
|            | • Book Event Observation assignment |

Class includes librarian guest speakers:
- Heidi Hammond, Assistant Professor, St. Catherine University  
- Becky Canovan, Reference & Instruction Librarian, University of Dubuque
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<tr>
<th>Class 7 (April 19)</th>
<th>Nonfiction discussion; book discussions; booktalking</th>
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<tbody>
<tr>
<td><strong>Textbook &amp; book chapter readings</strong></td>
<td>Moyer</td>
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<td>- Chapter 1, How to Read a Book in Ten Minutes</td>
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<td>- Chapter 2, Nonfiction Speed Dating</td>
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<td></td>
<td>Wyatt book chapter, “A Readers Advisory Approach…”</td>
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<tr>
<td><strong>Required books</strong></td>
<td>Yang, <em>The Latehomecomer</em></td>
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<td>Additional genre book</td>
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<tr>
<td><strong>Assignment</strong></td>
<td>Assignments due:</td>
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<td></td>
<td>- Student-led Book Discussions &amp; Overviews</td>
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<td>- Book Trailer assignment.</td>
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<td><strong>Class includes librarian guest speakers:</strong></td>
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<td></td>
<td>- Brian Lind, Reference Librarian, Rochester Public Library</td>
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<td>- Angie Gustafson, Reference Assistant, Rochester Public Library</td>
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<td></td>
<td>- Robin DeVries, Reference Librarian, Rochester Public Library</td>
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<td></td>
<td>- Katherine Stecher, Readers Services, Rochester Public Library</td>
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<th>Class 8 (May 3)</th>
<th>Student presentations</th>
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<td><strong>Assignment</strong></td>
<td>Assignments due:</td>
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<td>- Student Genre Study Group Presentations &amp; Reports due for these genres:</td>
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<tr>
<td></td>
<td>- Adventure</td>
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<td></td>
<td>- Horror</td>
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<td>- Western</td>
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<th>Class 9 (May 17)</th>
<th>Student presentations; edible book festival; evaluations</th>
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<tr>
<td><strong>Assignments</strong></td>
<td>Assignments due:</td>
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</table>
• Book Reviews due.
• Student Genre Study Group Presentations & Reports
due for these genres:
  • LGBT
  • Inspirational
  • Classics

Class includes edible book festival. Bring something created out of food that is
inspired by books.