LIS 610: Reader's Advisory Services

1. Course Description
   This course teaches both traditional <u>reader's advisory skills</u> (neglected in the past decade with the emphasis on new technology) and the use of <u>print and electronic reader's advisory tools</u>. The purpose of the course is to enhance the skills needed to match the book with the reader. The use and selection of multiple formats will be emphasized in addressing collection development skills for RA librarians. Databases such as Ebsco's *Novelist*, social cataloging tools such as *Goodreads* and social media e.g., Facebook and Pinterest will be evaluated and used as part of a final project. The implications of E-Readers and Tablets for RA servoces will be part of the course. Speakers from the library and publishing world will visit the class. Students will be expected to visit a library or other RA site and to complete a final project incorporating skills learned in the course.

2. Course Objectives (Learning Outcomes)
   To equip students with the theory, techniques and practices to provide RA over time. (RA will change as technology and society change over the work life of each librarian.)
   - To read literature (past and present) on reading theory in the library, and understand basic principles about why people read and what they choose to read.
   - To use this literature to develop practices for working in RA services.
     o To expand the librarian's knowledge of books from specific interest categories: fiction, romance novels, mysteries, westerns, different genres….
     o To write book reviews.
     o To apply research and findings in the social sciences (psychology, sociology, anthropology) and in business
     o To learn to assess the essence of books in a timely manner; To develop a personal system to keep up with the number of new books.
     o To conduct book discussions live and online.
   - To acquire the skills to determine the client's reading need and to fulfill it.
     o To build library and virtual collections for special interest readers in the library community.
     o To develop a reading plan with each reader and groups of readers.
     o To keep RA relevant to clients.
   - To learn to identify new technologies for reading in the real and virtual world.
   - To develop partnerships within and outside of specific library and virtual communities.

3. Outline of Topics / Course Contents (to be covered in 10 weeks)
   week 1.   History and Culture of Reading

week 2.   The Reader's Advisory Interview
week 3.   RA Strategies: RA to Books (all formats)
week 4.   Collection Development: Fiction, Nonfiction, Genre (mysteries, romance, science fiction…)
week 5.   Reference Sources for RA Book Reviews- includes non-ibrary journals (all formats…books, audio, online, mobile)
week 6.   Interpersonal RA Skills (book appeal, nonjudgmental assessment)
week 7.   Writing Book Reviews and annotations
week 8.   Book Clubs, Book Talks, Discussion Questions
week 9.   Social Media. Specific to Reading(goodreads.com…), General (Facebook, Twitter)
week 10.   Keeping Current: Skimming. Workplace routines, Online techniques (RSS feeds)
week 11.   E-books and readers… Publications policies
week 12.   Marketing RA to library staff and the public
week 13.   Research on RA
week 14.   Experiential examples. Visits from RA and publishing experts

4. Evaluation and Assessment
    - Students will select a final project based on their interests. The project may be a paper, video, website, or other format.
    - Visits by representatives of publishers, authors, readers, and online sites will be included in class. Students will analyze these visits in groups and individually.
    - Students will do one visit to a library, senior center, afterschool program, business, museum or other venue. They will write a report describing the visit in terms of current and possible RA services.
    - Book Expo is the largest book fair in the U.S. It is held at the Javits Center in Manhattan. If the course is taught between May 23 and May 26, 2011, students will have the opportunity to visit the exhibits and participate in the LJ Day of Dialog at Book EXPO.

    Grades: 60% of the grade will be based on the final project. 40% of the grade will be based on class activities.

5. Course Readings (Textbooks, or Bibliography, or Other Major References)
    Textbook
    - Saricks, Joyce G. (2005) *Readers' advisory service in the public library (3rd ed),* Chicago : American Library Association.

    Website:
    - ocp.hul.harvard.edu/reading/
      Reading: Harvard Views of Reading, Readership and Reading History.

    - Social Cataloging

- o Goodreads.com
- o LibraryThing.com
- o Shelfari.com

Books about reading:
- Adler, Mortimer J., & van Doren, Charles (1972) *How to read a book*, New York : Touchstone/Simon & Schuster.
- Ulin, David L. (2010) *The lost art of reading : why books matter in a distracted time*, Seattle, WA : Sasquatch Books.
- Moyer, Jessica E. (2010) *Integrated Advisory: Breaking Through the Book Boundary to Better Serve Library Patrons*, Libraries Unlimited.
- Saricks, Joyce G., (2009) *The reader's advisory guide to Genre Fiction* (2nd ed), Chicago, ALA.
- Zaid, Gabriel (2003) *So many books : reading and publishing in an age of abundance*, translated by Natasha Wimmer. Philadelphia : Paul Dryer.

Blogs:
"So Many Books." See Blogroll on this site for a list of reading blogs.

Articles: (Others as assigned}
- "Education for Readers' Advisory Service in Library and Information Science Programs: Challenges and Opportunities," by Professor Connie Van Fleet, University of Oklahoma School of Library and Information Science, RUSQ Jan 3, 2010..