School of Information Management
INFO 6070 Reading and Reading Practices

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Office hours: 
Course Website:

COURSE DESCRIPTION
This seminar class will examine theories of reading from social, psychological, and literary perspectives. The class will discuss literacy and the evolution of the concept of literacy in an era of cultural and technological change.

COURSE PRE-REQUISITES
There are no pre-requisites

COURSE OBJECTIVES
This course will introduce students to the theories and practices on reading and reading behaviours. The objectives of the class are:

- To explore reasons for reading, barriers to reading, and the pleasure derived from reading;
- To analyze the reading experience;
- To develop the ability to use readers’ advisory methods and tools;
- To analyze the influence of culture and social activities on reading;
- To explore the future of reading

LEARNING OUTCOMES
Upon completion of the course, students will be able to:

- Explain the major theoretical perspectives on reading.
- Understand the effects of technological change on literacy and reading.
- Use appropriate readers’ advisory strategies and sources.
- Identify the most popular fiction and nonfiction genres and formats.
• Explain the evolving concept of literacy and literature behaviours.
• Analyze the role and significance of pleasure reading in people’s lives.
• Communicate professional information about reading interests through a variety of strategies (wikis, blogs, websites, annotations).

TECHNOLOGY USED
Listservs, Twitter, Webinars and other online tools such as NoveList

INSTRUCTIONAL METHODS
This class will be conducted online, using Brightspace Learning Management System.

LEARNING MATERIALS
There is no single textbook for this course. Most readings are available electronically and many will be posted as pdfs on our Brightspace site. For any additional materials, such as webinars/webcasts, these will also be posted as a link on Brightspace as well as in the syllabus.

The following are a list of electronic resources that you may find useful or informative for this class and for the purpose of your assignments. They also provide a wealth of information on new titles and thoughtful reflection on reading and literacy. I strongly recommend that you explore some of these resources.

Listserv

Fiction_L, from Morton Grove Public Library. Fiction_L is an electronic mailing list devoted to readers’ advisory topics such as book discussions, booktalks, collection development issues, booklists and bibliographies, and a wide variety of other topics of interest to librarians, book discussion leaders, and others with an interest in readers’ advisory. You can subscribe and access archived booklists at http://www.webbrary.org/rs/flmenu.html

Twitter Feeds

Nancy Pearl @Nancy_Pearl
NoveListRA @NoveListRA
Claudette Edie @cmedie
Heather Stapleton @hdstapleton
David Wright @guybrarian
Robin Nesbitt @CML_RobinReads
Epic Reads @EpicReads
Online Resources

BookRiot [https://bookriot.com/](https://bookriot.com/)

BookList [https://www.booklistonline.com/](https://www.booklistonline.com/)

Reference and Users’ Services Quarterly (RUSQ) [https://journals.ala.org/index.php/rusq](https://journals.ala.org/index.php/rusq)


### METHOD OF EVALUATION

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Genre analyses</td>
<td>30%</td>
<td>Weekly for 6 weeks (5% x 6)</td>
</tr>
<tr>
<td>Reader Profile and RA Exercise</td>
<td>20%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Term Project</td>
<td>25%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>10%</td>
<td>Week 12</td>
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Participation

The weekly online discussion board will open on Monday at 7 am and will remain open until the following Sunday at midnight. One or two discussion question(s) will be posted by the professor and/or by student discussion leaders (once this course component begins in Week 6). Students are expected to contribute to the weekly discussions. A minimum level of participation is two postings per week. If you do not post, you will receive a 0 for that week’s participation grade.

Discussion is an important element of this course; hence the high percentage of the grade awarded to this component. This is where a lot of your learning will take place and it will make the class come to life. Active participation is defined here as having done the assigned reading and any assigned practical tasks and contributing to the discussion. A number of required readings have been selected to provide the base for lectures and class discussion. It is essential that you do any assigned tasks and read the assigned articles for each week’s discussion, so that you are ready to take part. Students will also have the opportunity to lead the class discussion of assigned and recommended readings for one week. More details on this will be forthcoming.

Netiquette guidelines are in place to encourage appropriate and respectful online communication that is conducive to learning. In general, exercise respect, promote collegiality, and always edit and reread your post before hitting send. Additional guidelines:

- Postings should be evenly distributed during the discussion period. Try to post at least twice a week.
- Postings should be a minimum of one short paragraph and a maximum of two paragraphs. (In other words, simply posting “I agree!” or “Great point. I hadn’t thought of that.” does not count as one of your posts. Feel free to add these comments, but add your own substantive thoughts as well.)
- Postings can include your own opinion and reflection on your experiences as well as references to the readings, guest speakers, and lectures. This is a good opportunity to demonstrate that you can synthesize and apply these materials.
- Keep an ‘open mind’ and be willing to express even your minority opinion. We will be discussing some provocative topics and I don’t expect everyone to agree.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory (&lt;7)</th>
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<tbody>
<tr>
<td>Preparation</td>
<td>The student demonstrates consistent preparation for class: readings are always completed and the student is able to relate readings to each</td>
<td>The student is usually prepared for class: readings are generally completed and the student is sometimes able to relate readings to each other and to</td>
<td>The student is rarely prepared for class: readings are seldom completed and the student is not able to relate readings to each other and to other</td>
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<tr>
<td>(weighting: 40%)</td>
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other and to other course material (discussions, presentations, guest speakers, etc.)
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Quality of contributions (weighting: 40%)
The student’s comments are relevant and reflect understanding of readings and other course material as well as a thoughtful response to other students’ comments. The student’s contributions move the discussion forward.
The student’s comments usually reflect understanding of readings and other course material. The student’s contributions sometimes move the discussion forward.
The student’s comments rarely reflect understanding of readings and other course material. The usually student fails to make thoughtful responses to other students’ comments. The student’s contributions seldom move the discussion forward.

Frequency of participation (weighting: 20%)
The student is actively engaged in the class every week.
The student is actively engaged in the class most weeks.
The student is seldom actively engaged in the class.

Genre Analysis (30% total, 5% per week)
From Weeks 5-10, you will be responsible for reading in the “genre of the week.” For this component, you must:
• Read one book in the genre and submit a 100-word annotation (details forthcoming)
• Participate in the weekly discussion about the appeal of the genre, the features of the genre, useful resources for the genre, the ways the genre could be promoted in the library, etc.

Creating a Readers’ Profile and RA Exercise (20%)
For your midterm assignment, you will conduct a readers’ advisory interview with a “client” of your choice and then explore the use of 3-4 readers’ advisory tools to help create a list of 10-15 reading recommendations for your client, including the recommendation of at least 1 book in a genre outside of their usual reading preference and 2-3 reading-alikes. You will submit a brief (5-page) report. The report should briefly outline your RA interview, with a more detailed account of the specific tools you chose to use and a critical evaluation of those tools. The final part of the report should include your recommendations, with a one-sentence “appeal” sentence or explanation as to why the title was chosen and a conclusion summarizing the client’s response/assessment of the recommended titles.
Term Project (25%)
Each student will select a different fiction or nonfiction genre and will create a website, wiki, or blog designed to be an attractive and easy-to-use “one-stop” resource for the genre, including information such as:

a) Definition and characteristics of the genre.

b) A brief history of the genre, including a consideration of current trends and popularity of the genre.

c) Information about genre-specific book awards, if applicable.

d) Analysis and definition of the most popular sub-genres.

e) A list of secondary resources that provide further information about the genre (books and articles).

f) An annotated webliography of online resources (including collection and readers’ advisory tools) relevant to the genre.

g) At least 5 “read-alike” lists for popular books or authors.

h) Original annotations for at least 10 currently popular or classic books.

Students will present their projects in week 12.

Final Reflection Paper (10%)
In a short paper (1200-1500 words), students will reflect on their evolving understanding of the role of reading for pleasure in the lives of young adult or adult readers and upon the role of the library in supporting pleasure reading, synthesizing course readings, lectures, and discussion into a coherent and thoughtful analysis.
The following table links MLIS program competencies, course learning outcomes, and course assessment components. As most assessments address more than one competency or learning outcome, assessments may be listed more than once.

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<thead>
<tr>
<th>PROGRAM COMPETENCY</th>
<th>COURSE LEARNING OUTCOME</th>
<th>COURSE ASSESSMENT</th>
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</table>
| 1. Management of Information Technology | To develop an understanding of the effects of technological change on literacy and reading. | • Reader profile/RA exercise  
• Final reflection paper  
• Weekly discussions |
| 2. Information Management Leadership | To develop an awareness of the evolving concept of literacy and literature behaviours. | • Term project  
• Reader profile/RA exercise  
• Final reflection paper  
• Weekly discussions |
| 3. Risk and Change Management | To develop an awareness of the evolving concept of literacy and literature behaviours. | • Term project  
• Reader profile/RA exercise  
• Final reflection paper  
• Weekly discussions |
| 4. User-centred Information Services | To develop a personal familiarity with readers' advisory strategies and sources. | • Term project  
• Reader profile/RA exercise  
• Genre analysis  
• Weekly discussions |
| 5. Research and Evaluation | To develop an understanding of major theoretical perspectives on reading. | • Reader profile/RA exercise  
• Final reflection paper  
• Weekly discussions |
| 6a. Workplace Skills & Attributes: Collaborate and communicate | To communicate professional information about reading interests thorough a variety of strategies (wikis, blogs, websites, annotations) | • Genre analysis  
• Reader profile/RA exercise  
• Term project  
• Weekly discussions |
| 6b. Workplace Skills & Attributes: Organize, Plan & Manage | To provide a basic overview of the most popular fiction and nonfiction genres and formats. | • Genre analysis  
• Reader profile/RA exercise  
• Term project  
• Weekly discussions |
| 6c. Workplace Skills & Attributes: Develop Personally & Professionally | To develop an understanding of the role and significance of pleasure reading in people’s lives. | • Genre analysis  
• Reader profile/RA exercise  
• Term project  
• Final reflection paper  
• Weekly discussions |
CLASS POLICIES

**Absence from class (one class)**
Students are required to inform the instructor ahead of time of any absence from class. This absence may affect participation marks or class activities.

**Extended absence from class (two or more classes)**
- **Emergencies**
  - Contact the MLIS Program Coordinator and provide a list of the courses you are taking and your instructors’ names.
- **Illness**
  - Contact your instructor(s) as soon as possible prior to class to inform him or her of your illness.
  - All absences due to illness must be supported by a physician’s note to be submitted to the MLIS Program Coordinator (JoAnn Watson) with a list of courses you are taking and your instructors’ names.

**Students are expected and required to:**
- Be prepared for class
- Read the assigned readings for each session
- Complete exercises and homework assignments on time.
- Participate fully in class discussions.
- Turn in assignments representative of graduate-level work
- Check your e-mail daily

**Late penalties for assignments**
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.
Assignments must:

❖ Use 12-point font in either Arial or Times New Roman
❖ Contain your name(s)
❖ Be in Word or RTF format
❖ Adhere to the required citation format for this course, which is the *Publication manual of the American Psychological Association*, which is available at the reserve desk of Killam Library (BF 76.7 P82 2010) or at http://owl.english.purdue.edu/owl/resource/560/01/
❖ Be submitted by no later than 11:59 pm on the day they are due.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management’s Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information
Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish
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<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Assignments</th>
<th>Readings</th>
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</table>
| Week 7 | Gender and reading  
Brendler, Beth (2014). Blurring Gender Lines in Reader’s Advisory for Young Adults. *Reference and User Services Quarterly*. 53 (3) |
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<tbody>
<tr>
<td>Reader Profile/RA Assignment Due</td>
<td>Genre: Biography, Autobiography or Memoir</td>
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| Week 8 | RA and pleasure reading in academic libraries  
| Week 9 | Social reading, book clubs, and mass reading events  
Recommended:  
| Week 10 | Digital Reading: Digital reading habits  
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<tr>
<th>Week 12</th>
<th>Final Topic: The future of reading</th>
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<tbody>
<tr>
<td></td>
<td>Term Projects &amp; Reflection Paper due</td>
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</table>