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Course website: Brightspace

I would like to acknowledge that the School of Information Management at Dalhousie University sits on traditional, ancestral, and unceded territory of the Mi'kmaq. We are all treaty people.

Reading is a way through, a way in, a way out. —Jeanette Winterson

COURSE DESCRIPTION

This seminar class will examine theories of reading and explore sites and practices of reading in an era of rapid cultural, social, and technological change.

COURSE PRE-REQUISITES

None

LEARNING OBJECTIVES

People have always needed stories. Reading is a foundation of learning, scholarship, knowledge, and pleasure. Reading work is also a cornerstone of library services. This course considers reading as an activity that is historically and culturally situated. Drawing upon scholarship in library and information studies, education, literature, history, sociology, psychology, and anthropology this course emphasizes human communication and community connection through stories. Students will develop a deep understanding of why reading matters, learn tools for carrying out readers' advisory tasks, and be prepared for conducting strategically planned, evidence-based, literacy-focused engagement with individual readers, communities of readers, and not-yet readers. The theoretical and practical foundations taught in this course are relevant in contemporary multicultural society regardless of a specific work environment, social setting, or community.

The class has several objectives:

1. To acquire the foundational knowledge of reading behaviours, reading motivation, and reading impacts, and improve an understanding of real-life readers
2. To appreciate the diversity of readers in multicultural societies and increase sensitivity to reading pluralism
3. To understand how reading practices and the systems of production and distribution of reading materials are shaped by socio-political, historical, ideological, and cultural contexts
4. To consider the varied platforms (e.g., paper, audio, screen) and sites (e.g., home, educational institutions, workplaces, communities) of reading
5. To become familiar with a variety of readers' advisory tools and use them confidently and proficiently
6. To examine the future of reading

LEARNING OUTCOMES

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

1. Articulate previously tacit understanding of their own reading processes and communicate the significance of the differences among individual readers

2. Explain the major theoretical perspectives on reading
3. Understand the cultural, social, technological forces that shape reading behaviours
4. Use appropriate readers' advisory strategies and sources
5. Identify the most popular fiction and nonfiction genres and formats
6. Describe the evolving concept of literacy and literature behaviours
7. Analyze the role and significance of pleasure reading in people's lives
8. Demonstrate cultural and intercultural sensitivity and appreciation of diversity issues
9. Communicate professional information about reading interests through a variety of strategies (wikis, blogs, websites, annotations)

INSTRUCTIONAL METHODS

This class will be conducted online, using the Brightspace Learning Management System. In this virtual, largely asynchronous environment, typical weeks will include but are not limited to lectures, readings, videos, podcasts, student-led discussions, and projects/

LEARNING MATERIALS

There is no single textbook for this course. Readings and any additional materials, such as webinars, podcasts, or videos, will be posted as links on Brightspace as well as in the syllabus.

METHODS OF EVALUATION

Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [SIM Grading Policy](#).

COMPONENT	DESCRIPTION	DUE DATE	VALUE
1. Reading Journal	Annotations of five books and genre reflection	Ongoing	20% (4x5%)
2. Reader's Field Trip and Reflection	In-person or virtual visit to a library to ask for a good book to read	May 22, 2020	10%
3. Engagement with Readers	Reading map OR genre wiki/blog OR program	June 29, 2020	25%
4. Digging Deeper	RA through SQUIN OR research report	July 24, 2020	25%
5. Participation	Student-led prompts and responses from readings	Ongoing	20%

Detailed instructions regarding each assignment will be provided in Brightspace.

Reading Journal (20% total, 5% per genre)
From Weeks 3-12, you will be responsible for reading in four of five genre categories. This will involve two key components biweekly:
- Read <u>one</u> book in the genre and submit a 100-200 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 to readers, etc.

Readers' Field Trip and Reflection (10%)
Visit a library (in person or virtually) and ask for a good book to read, or a resource that would be useful to you now, given the pandemic restrictions. 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 or well-matched resource? If yes, how so? If no, why not?

Engagement with Readers (25%)
For this assignment you will create a product that seeks to increase reader engagement. You will have three options: create a reading map (an online tool to facilitate exploration of the themes and elements of a book), produce a genre wiki or blog (designed to be a "one-stop resource" for the genre), or design a community reading program that could be realistically offered by a library.

Digging Deeper (25%)
Your final assignment will involve either a report from an RA interview using the SQUIN principles and method OR a research paper exploring a theme or issue from the course in greater depth.

General Guidelines for Written Assignments

In order to aid you in meeting professional expectations, these guidelines suggest points to consider when preparing, writing and presenting your work. Criteria for assessment will be based on attention to these general guidelines, on specific attention to individual assignment guidelines, as well as on evidence of wide reading and reflection of the topics under consideration.

1. Submit your assignments via Brightspace as attached files in MS Word (not PDF). Name files clearly, following the template:
   YourSurname_INFO6500_AssignmentTitle, e.g. Brown_INFO6500_Community_Profile
2. All assignments should have a header with your name, course number, and assignment title.
3. All sources of information should be cited. Please use APA citation style. This point refers to all sources of information: published documents in any format, electronic mail, or personal (spoken) communication. Please refer to links at the School's Web page under http://sim.management.dal.ca/Courses/Ethical_Standards/Ethical_Guidelines.php These include standards relating to bibliographic style and the use of non-sexist language. The Purdue Writing Lab at http://owl.english.purdue.edu/ can help you to format your papers properly
4. The Faculty guidelines regarding Academic Integrity (AI) are included as a part of this syllabus.
5. Please take care with spelling and grammar as these matter in professional life. Read your work over carefully before submitting it. Usually automated spell-checking and grammar-checking are not sufficient. Spelling, grammar, punctuation, and clarity of expression are incorporated into the evaluation of every written assignment.
6. Questions are welcome at any time!

Participation

Active and timely participation (e.g., completing assigned reading, meaningfully contributing to discussions, attending live guest lectures) is a crucial component to the success of any online course like this one. Participation will reinforce and extend learning and also build and strengthen relationships. Our main tool for staying connected with one another will be the discussion boards on Brightspace where we will meet, greet, challenge, ponder, and wonder aloud. Participation constitutes 20% of your grade in the class, so it is important to be engaged each week.

The weekly online discussion boards will open for posting on Monday at 7 am and will remain open until the following Sunday at midnight. The forums will remain open for viewing throughout the course. The first week's discussion board will feature everyone's reading profiles. Subsequent weeks will be focused on course readings and will include prompts and moderation by students. Additional discussion forums will be created for the Reading Journal assignment.

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:

- Post in a timely manner so your peers have time to read and respond to you and we can benefit from one another's insights. Try to post at least twice a week.
- Remember that everyone has a lot of reading to do. Be as brief as you can while still making your point thoroughly. Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
- Be thoughtful in crafting your posts. Remember that these discussions are tied to course objectives and outcomes. Try to integrate course readings, lectures, videos, previous discussions, as well as your opinions and reflection on your experiences. Encourage others to do the same.
- Thoughtful response posts go beyond simply agreeing with what someone else has said. Build on your classmates' ideas with your own thoughts, opinions, and experience; ask questions to probe a point more deeply and to spur additional conversation; offer constructive feedback.

CRITERIA	Excellent	Satisfactory	Unsatisfactory
Preparation (weighting: 40%)	The student demonstrates consistent preparation. Through the engagement forum, the student actively incorporates learnings from the readings (and other learning materials), lectures, guest speakers, and classmates.	The student is usually prepared for class. Through the engagement forum, the student often incorporates learnings from the readings (and other learning materials), lectures, guest speakers, and classmates.	The student is rarely prepared for class. Through the engagement forum, the student seldom incorporates learnings from the readings (and other learning materials), lectures, guest speakers, and classmates.
Quality of contributions (weighting: 40%)	The student's posts are relevant and reflect understanding of readings and other course material. The student consistently posts thoughtful responses to classmates' content.	The student's posts usually reflect understanding of readings and other course material. The student sometimes posts responses to classmates' content. The student's	The student's comments rarely reflect understanding of readings and other course material. The student usually fails to make thoughtful responses to classmates' content.

	The student's contributions move the discussion forward.	contributions sometimes move the discussion forward.	The student's contributions seldom move the discussion forward.
Frequency of participation (weighting: 20%)	The student is actively engaged in the forum every week.	The student is actively engaged in the forum most weeks.	The student is seldom actively engaged in the forum.

INTEGRATION OF MI Competencies

1. Articulate previously tacit understanding of their own reading processes and communicate the significance of the differences among individual readers
2. Explain the major theoretical perspectives on reading
3. Understand the cultural, social, technological forces that shape reading behaviours
4. Use appropriate readers' advisory strategies and sources
5. Identify the most popular fiction and nonfiction genres and formats
6. Describe the evolving concept of literacy and literature behaviours
7. Analyze the role and significance of pleasure reading in people's lives
8. Demonstrate cultural and intercultural sensitivity and appreciation of diversity issues
9. Communicate professional information about reading interests through a variety of strategies (wikis, blogs, websites, annotations)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Information Management Leadership	1, 3, 4, 6-9	1-5
User-centred Information Services	1, 3, 4, 7, 9	1-5
Management of Information Technology	3, 4, 9	3
Research and Evaluation	1-3, 5-8	1-5
Risk Management	3, 6, 8	3-5
Change Management	3, 6, 8	3-5
Workplace Skills & Attributes:	1-9	1-5
Collaborate & communicate	4, 8, 9	1-5
Organize, Plan & Manage	4, 9	1-5
Develop Personally & Professionally	1-9	1-5

CLASS POLICIES

Attendance
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

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 below). 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.

Missed or Late Academic Requirements due to Student Absence:
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

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 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 or send an email to notetaking@dal.ca.

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 fully 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 literate." 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 Academic Dishonesty 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.

UNIVERSITY STATEMENTS

ACCESSIBILITY
The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY
Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

COURSE SCHEDULE

Week	Topics & Assignments	Readings
Week 1 (May 4-10)	Course introduction Reading, readers	Tarulli, L. (2016). Readers' Advisory: Do You Remember that Moment You, You Know, Became a Reader? *Reference & User Services Quarterly*, 55 (4). Ross, C. S. (2018). Henny Penny and the case for reading & Myths about reading. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 1-24.
Week 2 (May 11 - 17)	Histories and models of reading **Readers' Field Trip and Reflection assigned**	Birdi, B., & Ford, N. (2018). Towards a new sociological model of fiction reading. *Journal of the Association for Information Science and Technology*, *69*(11), 1291-1303. Ross, C.S. (2009). Reader on top: Public libraries, pleasure reading and models of reading. *Library Trends* 57 (4): 632-656. Olave, M. A. T. (2020). Book love. A cultural sociological interpretation of the attachment to books. *Poetics*, 101440. Ross, C. S. (2018). Histories of reading. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 25-37 Wiegand, W. (2006). Introduction: On the Social Nature of Reading. In *Genreflecting: A Guide to Popular Reading Interests: 3-14.*
Week 3 (May 18–24)	The reading experience Typology of readers *Adrenaline Genre (e.g., adventure, thriller, suspense*	Smith, D. (2009) Your Brain on Fiction. *Reference & User Services Quarterly*. 49 (1): 39-42. Riddell, A., & van Dalen-Oskam, K. (2018). Readers and their roles: Evidence from readers of contemporary fiction in the Netherlands. *PloS one*, *13*(7). Usherwood, B. & Toyne, J. (2002). The value and impact of reading imaginative literature. *Journal of Library and Information Science 34*(1): 33-41. Ross, C. S. (2018). The who, what, where, and when of reading, Why (not read), and The reading experience. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 137-160

Week 4 (May 25-31)	Working with readers Introduction to readers' advisory **Engagement with Readers assigned** *Adrenaline Genre (e.g., adventure, thriller, suspense)*	Anderson, S. H. & Trott, B. (2016). Trends and directions in RA education. *Reference & User Services Quarterly, 55*(3), 203-209. Crowley, B. (2014). Time to rethink readers' advisory education? *Public Libraries, 53*(4), 37-43. Smith, D. (2015). Readers' advisory: The who, the how, and the why. *Reference & User Services Quarterly, 54*(4), 11-16. Crowley, B. (2015). Differing mental models and the futures of libraries, librarians, and readers' advisory. *Reference & User Services Quarterly, 55*(2), 91-96. Ontario Public Library Association. (2015). Readers Advisory Conversation
Week 5 (June 1-7)	Readers' advisory tools & strategies. Reading appeal Podcast: Bookclub for Masochists *Emotion Genre (e.g., horror, romance, lives and relation-ships)*	Dali, K. (2013). Hearing stories, not keywords: Teaching contextual readers' advisory. *Reference Services Review*. Dali, K. (2014). From book appeal to reading appeal: Redefining the concept of appeal in readers' advisory. *Library Quarterly, 84*(1), 22-48. Burke, S. K., & Strothmann, M. (2015). Adult readers' advisory services through public library websites. *Reference & User Services Quarterly, 55*(2), 132-143. Driscoll, B., & Rehberg Sedo, D. (2019). Faraway, so Close: Seeing the intimacy in Goodreads reviews. *Qualitative Inquiry, 25*(3), 248-259. Spiteri, L. F., Pecoskie, J., & Tarulli, L. (2016). In the readers' own words: how user content in the catalog can enhance readers' advisory services. *Reference and User Services Quarterly, 56*(2), 91-95. Optional Webinar: Yes, you can: Readers' advisory for everyone
Week 6 (June 8–14)	Reading for pleasure Inclusive RA *Emotion Genre (e.g., horror, romance, lives and relation-ships)*	Wilkinson, S. (2015). Literature review: The impact of reading for pleasure and empowerment. *London: The Reading Agency*. Dali, K. (2013). "Ask me what I read": Readers' advisory and immigrant adaptation. *New Library World, 114*(11), 507-526. Hall, S. (2006). Quick reads may promote literacy without stigma: Findings from eight UK public libraries. *Evidence-Based Library and Information Practice 1*(2): 36-39. Woroniak, M. (2014). The danger of a single story. *Reference & User Services Quarterly, 54*(1), 20-23.

Week 7 (June 15-21)	Reading matters **Digging Deeper assigned** *Intellect Genre (e.g., mystery, psychological suspense, science fiction, dystopian)*	Ornat, N. (2018). Reading for your Life: The Impact of Reading and Writing During the Siege of Sarajevo. *Open Information Science*, *2*(1), 44-58. Parker, S. (2020). After the corona crisis began, I felt too anxious to read. Until I started doing it out loud. *Penguin* Ross, C. S. (2018). Respecting readers. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 172-180 Kuo, M. (2018) The healing power of reading. [TED Talk] Dovey, C. (2015). Can reading make you happier? *The New Yorker.* Hilhorst, S., Lockey, A., & Speight, T. (2018). A society of readers.
Week 8 (June 22-28)	Social reading, mass reading events *Intellect Genre (e.g., mystery, psychological suspense, science fiction, dystopian)*	Harder, A., Howard, V., & Sedo, D. R. (2015). Creating cohesive community through shared reading: A case study of One Book Nova Scotia. *Partnership: The Canadian Journal of Library and Information Practice and Research*, *10*(1). Ross, C. S. (2018). Shared Reading In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 207-219. Rehberg Sedo, D. (2010). Twentieth and twenty-first-century literary communities. Fuller, D., & Sedo, D. R. (2014). "And then we went to the brewery": Reading as a social activity in a digital era. *World Literature Today*, *88*(3-4), 14-18. Zanchi, D. (2019). Playing for Good: The Public Value of CBC's Canada Reads. *The Journal of Popular Culture*, *52*(3), 564-581.
Week 9 (June 29-July 5)	RA and pleasure reading in academic libraries Reading promotion *Nonfiction Genre (e.g., memoir, biography, travel, cookbook)*	Dali, K., & McNiff, L. (2020). Reading work as a diversity practice: A differentiated approach to reading promotion in academic libraries in North America. *Journal of Librarianship and Information Science*, 0961000620902247. Dewan, P. (2013). Reading matters in the academic library. *Reference & User Services Quarterly, 52*(4), 309-319. doi:10.5860/rusq.52n4.309 Mikos, I., Horne, B. R., & Weaver, K. D. (2015). Library Display 2.0: Evolving from Monologue to Dialogue. *Library Philosophy and Practice*, 1. Cardoso, K., & Russo, A. (2018). Inviting people in: Participatory displays in the library. *College & Research Libraries News*, *79*(3), 122. Doiron, R., & Asselin, M. (2011). Promoting a culture for reading in a diverse world. *IFLA journal*, *37*(2), 109-117.

Week 10 (July 6-13)	Reading organizations
	
	Nonfiction Genre (e.g., memoir, biography, travel, cookbook)
		Davis, J. (2019). How shared reading can help us connect. [TEDx Talk]
		
		Ross, C. S. (2018). Reading and Therapeutic Practices In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 221-228.
		
		Check out the work of the following organizations
		
		       • The Reader
		       • We Love Reading
		       • Books @ Work
		       • Literature for All of Us
		       • Book Club for Inmates

Week 11 (July 14-20)	Digital Reading ***Landscape Genre (e.g., fantasy, historical fiction, western)***	Ross, C. S. (2018). Reading in the digital age. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 38-52. McGregor, H. (2019). Yer a reader, Harry: HP Reread Podcasts as digital reading communities. Horova, T. (2015). Reading in a digital age: Issues and opportunities -- part one. (cover story). *Against the Grain, 27*(1), 1-13. Kaakinen, J., Papp-Zipernovszky, O., Werlen, E., Castells, N., Bergamin, P., Baccino, T., & Jacobs, A. M. (2018). Emotional and motivational aspects of digital reading. *Learning to Read in a Digital World*, *17*, 143-166.
Week 12 (July 21-27)	The future of reading ***Landscape Genre (e.g., fantasy, historical fiction, western)***	Dali, K. (2015). Readers' advisory: can we take it to the next level? *Library Review*. Peters, T. (2009). The Future of Reading. *Library Journal*, *134*(18), 18-22. Rothbauer, P. (2019). Libraries can have 3-D printers but they are still about books. *The Conversation.* Ridley, M., Rothbauer, P., McKechnie, L., & Ross, C. (2018). Reading Still Matters. [Podcast]. Simionato, A., & Donnachie, K. A. (2020). Friday essay: a real life experiment illuminates the future of books and reading. *The Conversation.*