



SYLLABUS

IS574* : Resources and Services for Adults (PC Only)

(Spring 2009, Saturday 9.30am -12.10pm)

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COURSE DESCRIPTION

The purpose of this course is to introduce adult materials and services, especially in public libraries (including reader's advisory services) that help users to have better reading, viewing, and listening experiences. We will also look at marketing, merchandising, and partnerships as an integral part of creating and implementing adult services. Since IS 558 focuses on library services for different audiences, IS 574 examines various adult audiences only in a general way. Programs and events and digital services will receive some attention.

Reader's advisory methods and techniques will be applied using examples from popular non-fiction and fiction. While the course introduces the basic principles of reader's advisory work, subjects or genre, because of the immense body of literature available, will be covered in a brief, introductory manner. The fiction genres included are adventure, western, mystery/crime, science fiction, heroic fantasy, romance, historical fiction, Christian fiction, and horror. Non-fiction subjects include how-to-do-it, self-improvement, and consumer health.

IS 574 is an introduction to adult services as might be found in a larger public library. Content includes:

- Introduction to adult services
- Adult reading, viewing, and listening
- Adult library use
- Service to special populations
- Partnerships and marketing
- Readers advisory programs, with a focus on fiction
- Other library services for adults.

* This syllabus is based on an earlier version created by Dr. William C. Robinson.

GOALS AND OBJECTIVES

When you successfully complete this course, depending upon the assignments that you select, you should be able to:

- Identify and discuss trends and problems in adult services;
- Identify, evaluate and discuss what might be different about materials and services for adults;
- Identify and discuss particular adult services and relate them to formats and categories;
- Interview and respond appropriately to a request for guidance;
- Create annotations for popular fiction or non-fiction;
- Create a program to make it easier for adult users to find appropriate content.

In addition, students will learn how to present all their assignments on individual web pages that will be compiled as a collective web resource on adult materials and services representing student work for the class. See example of other students' projects for the following courses:

- IS 574 (Spring 2008)
URL: <http://athena.cci.utk.edu/bmehra/IS574/IS574Sp08/IS574ProjectDescription.html>.
- IS 554 (Spring 2008)
URL: <http://athena.cci.utk.edu/bmehra/IS554/IS554Sp08/IS554ProjectDescription.html>.
- IS 554 (Spring 2006)
URL: <http://www.sis.utk.edu/~bmehra/IS554/PMPtemplate.html>.
- IS 560 (Fall 2007)
URL: <http://athena.cci.utk.edu/is560/IS560Fall07/index.html>.
- IS 560 (Spring 2007)
URL: <http://athena.cci.utk.edu/is560/index.html>.

EXPECTED SKILLS

- Some familiarity with collection development & management;
- Ability to send and receive email;
- Ability to use SSH Secure File Transfer and upload web documents;
- Ability to find and evaluate websites;
- Word processing skill;
- Online searching skill;
- Ability to speak before an online group via Centra.

PREREQUISITES

IS 560 (Development and Management of Collections) or consent of instructor.

TEACHING AND LEARNING CONSIDERATIONS

Ordinarily, the Centra version of this course is likely to be more lecture oriented though discussions are expected in which all should participate in teaching and learning. Each student is expected to make a substantial contribution.

Interactive teaching, active learning, and critical and creative thinking are significant ingredients to the success of this course. Communication, participation, and sharing are key to maximizing how much all of us gain from each other's contributions in this course. It is therefore up to individual students how much you get from class interactions and make the experience interesting and meaningful to you in the process.

The design of the course helps nurture individual passion, interests, and strengths towards making the entire course worthwhile for us all. The sessions of the course consist of lectures, demonstrations, discussions, and the production of a collaborative website with individually-produced class projects. It is but expected that students will have to show commitment and involvement in discussions and class projects during class and beyond. I am always available to help and assist in any manner that works for you. Feel free to ask questions or share ideas, drop by during my office hours (or give me a call), or make an appointment at another time that is more convenient for you. E-mail is always a reliable way to contact me and I check mine most regularly. In order to make the entire process efficient, I have set my mail to sort incoming messages; so to assure a quicker response from me always start your message subject line with SIS574 and I will usually get back to you within 48 hours, often even faster!

DISABILITIES

Please contact the Office of Disability Services at 2227 Dunsford Hall at 865-974-6087 (e-mail: ods@utk.edu) if you need course adaptations or accommodations. They will work with you to arrive at the appropriate program and register you for services. Also contact me so we can talk about solutions.

READINGS

- Course lecture slides should provide you with basic content.
- Required texts
 - Casey, Michael E., & Savastinuk, Laura C. (2007). *Library 2.0: A GUIDE to Participatory Library Service*. Medford, NJ: Information Today, Inc.
- Recommended texts
 - Block, Marylaine. (2007). *The Thriving Library: Successful Strategies for Challenging Times*. Medford, NJ: Information Today, Inc.
 - (For those interested in reader's advisory work): 1) Saricks, Joyce G. (2005). *Reader's Advisory Service in the Public Library* (Third Edition). Chicago, IL: ALA Editions. 2) Herald, Diana Tixier, &

Wiegand, Wayne. (2005). *Genreflecting: A Guide to Popular Reading Interests* (Sixth Edition), Genreflecting Advisory Series. Westport, CT: Libraries Unlimited. 3) Saricks, Joyce, G. (2001). *Readers' Advisory Guide to Genre Fiction*. Chicago, IL: ALA Editions. 4) Shearer, Kenneth D., & Burgin, Robert. (2002). *The Readers' Advisor's Companion*. Westport, CT: Libraries Unlimited.

- There are some required readings that are available through online reserves at the UT libraries or from web sites that are identified on the syllabus.
- Become familiar with the *NoveList* Reader's Advisory Database which may be available at your friendly neighborhood public library. A similar database, *What Do I Read Next*, is available in the Tennessee Electronic Library [TEL] via Hodges Library databases or many Tennessee public libraries.
- All students should subscribe to FICTION_L listserv.

ASSIGNMENTS

All your assignments have to be completed by an individual student. All your assignments will be deposited via the assigned space on the class Blackboard site. I will grade and give comments on your assignment via that space. [You will also have to submit your assignments in web module format by the end of the semester using the web template that we will discuss in class. 2% of each grade assignment will be deducted if its web module component is not deposited by the end of the semester via the process we will discuss in class.](#) For example, if you were to deposit your "Assignment 1" as listed below, the following is the name of the file to deposit: [Your net-ID][Assignment number].html (no brackets included in the file name).

For example, [bmehraAssignment1.html](#)

All assignments will be evaluated based on the following criteria:

- The presentation of the paper.
- The quality of the writing.
- The quality of the organization of the paper.
- The quality and amount of critical thought exhibited in the paper including reflection, analysis, and interpretation.
- The use of appropriate literature and source material.

Assignments cannot be re-written for improved grades. Late submission is subject to 2 point deduction per day and will not be credited if the graded assignments have been distributed. Mark your calendars for due dates.

Each student is required to complete five assignments each from EITHER the [Reader's Advisory Track](#) OR the [Management of Adult Materials and Services Track](#). Additionally, all students have to complete the Final Assignment. Students should complete their first five assignments from either one of the tracks to match their interests. Assignments are due on:

- Assignment 1 DUE 31 January (10% of the total grade)
- Assignment 2 DUE 14 February (20% of the total grade)
- Assignment 3 DUE 7 March (10% of the total grade)
- Assignment 4 DUE 28 March (20% of the total grade)
- Assignment 5 DUE 11 April (10% of the total grade)
- Final Assignment DUE 2 May (30% of the total grade)

TRACK I (READER'S ADVISORY TRACK): These assignments are designed for those interested in working with library users to make reading, viewing, and listening selections (the management track follows this one). Please see the instructor if you have concerns, questions, or wish to modify an assignment to better meet your needs.

Genre Selection: Select a non-fiction topic from the following: consumer health, arts and crafts, financial planning, or gardening. Other subjects may be selected in consultation with the instructor. **OR** Select a genre from this list--adventure, western, mystery, romance, historical fiction, science fiction, fantasy, Christian/inspirational or horror--for your focus. Reader's advisory work, regardless of format, is easier if you have some strength in a particular genre.

While this course is intended to focus on adult fiction or non-fiction, students may use YA or teen genre content for some exercises. However, adult genre fiction is typically more popular with teens than teen genre fiction. It might be better to work with adult fiction and attempt to find content that is suitable for a teen audience.

Assignment 1: *Subscribe to FICTION_L* (DUE 31 January)

This discussion list is devoted to reader's advisory work. This should give you a good taste of what reader's advisory work involves. Please note that the traffic is heavy and you should sign up for the digest version. See if you can find the subscription information on your own. However, if it takes more than a few minutes, the instructor will give you the needed URL. Although the focus is on fiction and books, much content will apply to any format.

During the one-month term, prepare a log where you comment/react to the posts that you have read (maybe add as appendix). Look for patterns and MAJOR issues as well as tips and hints that seem especially useful. Turn these into a thoughtful paper (at least 1000 words) with relevant and reflective conclusions about common problems and trends.

Assignment 2: *Identify Subject or Genre Appeal + Current Awareness* (DUE 14 February)

Part 1 (Subject or Genre Appeal): As advisors, it is important for us to understand the appeal that a particular subject or genre has. Why do people read, view, or listen to this content rather than another? Using whatever sources seem appropriate, including contacts with subject or genre enthusiasts if they are available, prepare a thoughtful essay that considers the several appeal elements

associated with the genre or subject that you have selected (at least 1000 words).

Part 2 (Current Awareness): One of the major problems facing the advisor in selecting and suggesting genre fiction or topical non-fiction is keeping up with new content, authors and creators, and the like. Often, the standard LIS sources provide inadequate coverage. Using traditional hard copy and web resources, identify the 5-10 resources that you would use on a regular basis to keep up with your content area. Provide a descriptive and evaluative annotation and a persuasive rationale for each selection. Do compare similar sources. At the beginning, include some indication of your strategy and which resources were most useful in compiling your list. Note which sources have a RSS feed (at least 1000 words).

Assignment 3: Survey Colleagues (DUE 7 March)

In many smaller libraries, it is difficult for one or two librarians to keep up with the several genres. You may be able to secure help from colleagues, both professional and nonprofessional, who are thoughtful genre readers. Survey your staff, to discover which colleagues regularly read, view or listen to which content areas. If you do not work in a library, assume that SIS students or other friends are colleagues in a simulated public library. Survey SIX of them. Ask these questions:

1. Which content areas do they read, view, or listen to regularly?
2. How long have they been active in this area?
3. Favorite authors?
4. Favorite publishers?
5. How do they select items to experience?
6. Where do they get this content?
7. Would they be willing to help with (1) selecting items to be added to the collection and (2) help with advisory work?

Summarize your findings and ADD conclusions (at least 1500 words).

Assignment 4: Appeal Elements and the Annotation (DUE 28 March)

Chapter 3 in *Readers' Advisory Service in the Pubic Library* (UT Library Online Reserves) lists appeal questions and their application. Select an item in your chosen content area and answer these questions. You may need to be flexible in working with non-fiction and non-book formats. (at least 1000 words).

Chapter 5 in *Readers' Advisory Service in the Pubic Library* (UT Library Online Reserves) discusses annotation writing and provides an example. Select two items in your chosen content area and prepare proper annotations. Add a "lessons learned" conclusion at the end. (at least 1000 words in analysis without including the actual annotation).

Assignment 5: Browsing (DUE 11 April)

Large chain bookstores (Borders and Barnes & Noble, for example) generally have good selections of current, popular fiction and non-fiction as well as popular back list items. Video stores often have good film selections. Visit such a store (If this is not possible, visit Amazon.com. The experience is different, but can substitute). For your chosen content area, answer the following questions (at least 1000 words):

1. How many [guess estimate] shelves are devoted to this genre?
2. Guessing, what is the ratio of hard cover to mass market paper editions? [for books]
3. Which authors [directors or whatever] have a relatively large number of titles on the shelf?
4. Note and comment on the titles and subtitles used in typical examples.
5. Note and comment on the cover art, especially appeal elements, used in typical examples.
6. Note and comment on the appeal elements (claims, blurbs or whatever) used on the front and back covers of typical examples.

Add a summary conclusion.

TRACK II (MANAGEMENT OF ADULT MATERIALS AND SERVICES TRACK):

These assignments are designed for those interested in managing public services for adults.

Assignment 1: What Business Are We In? (DUE 31 January)

Prepare a thoughtful essay that answers the question: "What business are we in?" For example, is the library in the book business? The information business? The entertainment business? The popular reading business? The education business? After your decision and rationale, discuss the collections and services that are appropriate for that kind of business (at least 1000 words).

Assignment 2: Lifestyle Analysis (DUE 14 February)

Using lifestyle analysis (URL: <http://www.claritas.com/MyBestSegments/Default.jsp>), select an adult audience segment and create a portfolio of services appropriate for that segment. While some services are appropriate for several audiences, some audiences need particular services. Being able to relate services to particular community segments is an essential part of adult services. (at least 1000 words).

For the audience discussed above, prepare an appropriate program. Indicate the resources needed, who will be involved, the topic, how it will be promoted, and how success will be evaluated. (at least 1000 words).

Assignment 3: Website Evaluation (DUE 7 March)

Visit at least five public library websites to see how visible adult services are. At least two websites should have reasonably visible adult services. How close is this information to the library's home page. How attractive and useful is the adult services page? Which adult services are available? Were any of these innovative? Would this content attract the adult user? How might this aspect of the website be improved? For these questions, refer individually to each library website. (at least 1500 words).

Assignment 4: Program Evaluation (DUE 28 March)

Attend a program for adults at a local library or other community organization. Evaluate the program: Was it well-done? Was it appropriate for the community? Did it enhance the reputation of the library or other organization? Was the event well attended? How might the program be improved? (at least 2000 words).

Assignment 5: Facility Design (DUE 11 April)

Prepare a rehab for a physical library to make it more attractive to adults. Using a floor plan [need not be to scale], show the existing arrangement and the revised one. Describe and discuss specific steps you would take to make the library more welcoming and interesting with some consideration to showcasing collections and services. (at least 1000 words).

LIBRARY 2.0 Assignment (for students in Track 1 and Track 2) (DUE 2 May)

SOURCE: www.librarychange.com

From the referenced list of websites (or others) on information related to Library 2.0, browse through the collection and select FOUR different Library 2.0 tools/applications of your choice.

Section 1 (at least 1000 words): Describe and analyze the selected tools/applications in terms of how they apply Library 2.0 agendas (based on what you have learnt in class) towards extending the library or information agency's resources or services for adults.

Section 2 (at least 1000 words): Compare and contrast the selected Library 2.0 tools/applications in terms of the similarities and differences and advantages and disadvantages in their creation and implementation.

Section 3 (at least 1000 words): Evaluate the selected Library 2.0 tools/applications in terms of the nature of responses/feedback (e.g., quantity, quality, etc.) gathered via the USE of the Library 2.0 tool/application from users/patrons/people. Develop a plan of how you would use and implement the selected Library 2.0 tools/applications in a library where you work.

Class Participation: In-class and online communication develop skills that are an essential part of the professional and academic environment. There is no separate grade for class participation/attendance though both are highly encouraged. Here are some ideas to help encourage online conversation:

- You can post questions to the list based on what we have read, or on related topics that you observe at work or in your community.
- You can continue conversation that we have had during class sessions.
- You can outline controversies surrounding theories or media clips and encourage others to assess the different perspectives.

The power point slides will be available on Black board and the class sessions are archived and replayed via Centra. However, the instructor appreciates those who attend class and participate.

HOW TO COMPUTE YOUR GRADE

All assignments will receive a letter grade ranging from A+ to E-. The number of points you can earn on a particular assignment can be calculated by multiplying the number of points for a particular grade (see table below) by the weighting for the assignment.

Letter	Grade	Points	Letter	Grade	Points	Letter	Grade	Points
A +		140	C+		80	E+		20
A		130	C		70	E		10
A -		120	C-		60	E-		0
B+		110	D+		50			
B		100	D		40			
B-		90	D-		30			

For example, if you receive a "B" on Assignment 1, you have earned 10 points (100 X .10 = 10). Here's how it works for the course grade: to earn an "A" you must earn at least 120 points; for a "B" you need at least 90 points; for a "C" you need at least 60 points, and for a "D" you must have at least 30 points. You will receive an "E" if you have less than 30 points.

CHEATING AND PLAGIARISM

When you do work for this class, remember that any sources you use should be credited and that materials on the web should be cited too. Use Chicago style for your citations, and be sure to include any resources from the web. If you use someone's words or ideas without attribution - that's plagiarism. Remember cheating and plagiarism are violations of scholarly and professional ethics and University policy; don't do it! *If you cheat or plagiarize, you will fail the course (E grade);* and could face further actions. Further information is available in *Hill Topics*, the UTK student handbook.

SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

We may NOT be able to do everything listed below. In this particular term, Saturday holidays will reduce the number of course hours available. The semester will provide about 40 hours of classroom time in a highly concentrated

manner. The limited time frame means that both class and personal time management are important. Since we will be in the online class for nearly three hours, good humor and patience will be especially important. Dress for comfort.

***Note for Reading Assignments: Example Ch. 2 Casey refers to the *Library 2.0* text.

Date	Topic	Assignment
Class 1: 10 January	<p>INTRODUCTION TO THE COURSE</p> <ul style="list-style-type: none"> • Introduction to adult services • Presentation: Cindy Lancaster (SIS Technology Coordinator) "How to Upload Assignments as Web Modules for the Class Website" 	<p>Read: Course Syllabus; Blackboard Class Website</p> <p>Read Ch. 1-4 Casey</p>
Class 2: 17 January	<p>WHAT IS AN ADULT?</p> <ul style="list-style-type: none"> • Adult roles and tasks 	
Class 3: 24 January	<p>AUDIENCES: SEGMENTS & SEGMENTATION</p> <ul style="list-style-type: none"> • Adults vary notably in their tasks, skills, experiences, and interests • Some audiences are far more likely to use the library than others 	<p>Read Ch. 7 Block [online reserves]</p>
Class 4: 31 January	<p>WHAT SERVICES?</p> <ul style="list-style-type: none"> • Various service opportunities are described and briefly discussed 	<p>Read Ch. 5 Casey and Ch. 8 Block [online reserves] DUE Assignment 1</p>
Class 5: 7 February	<p>AUDIO-VISUAL SERVICES</p> <ul style="list-style-type: none"> • Services involving different formats may require different skills and approaches 	<p>Read Ch. 6 Casey</p>

	<ul style="list-style-type: none"> Traditional and non-traditional formats 	
Class 6: 14 February	<p>READING, VIEWING, & LISTENING EXPERIENCES</p> <ul style="list-style-type: none"> Importance of the experience rather than the content or the name of the experience; Relationship between experience and format and category 	DUE Assignment 2
Class 7: 21 February	<p>READER'S ADVISORY MATERIALS</p> <ul style="list-style-type: none"> Overview of reader's advisory 	
Class 8: 28 February	<p>ADVISORY SERVICES: NON-FICTION</p> <ul style="list-style-type: none"> Popular non-fiction categories 	
Class 9: 7 March	<p>ADVISORY SERVICES: FICTION</p> <ul style="list-style-type: none"> Regardless of literary reception and quality, fiction [including genre fiction] remains a cornerstone of adult services [Adventure, Christian, Fantasy, Historical] 	DUE Assignment 3
Class 10: 14 March	<p>ADVISORY SERVICES: FICTION</p> <ul style="list-style-type: none"> Fiction [including genre fiction] remains a cornerstone of adult services [Horror, Mystery, Romance, Science Fiction, Western] 	
Class 11: 21 March	<p>SPRING BREAK</p>	No class
Class 12: 28 March	<p>PARTNERS & PARTNERSHIPS</p>	Read Ch. 7 Casey DUE Assignment 4

	<ul style="list-style-type: none"> • Successful adult services require partners; The community-based library should partner with a variety of organizations to maximize service impact; Partnership requires political skills 	
Class 13: 4 April	<p>PROGRAMS & EVENTS</p> <ul style="list-style-type: none"> • Programs bring adults to the library, enhance visibility, and provide an opportunity to showcase collections/services <p>MERCHANDISING</p> <ul style="list-style-type: none"> • Applying the retail model to the public library; Appropriate use of space and the environment to encourage more and longer visits 	Read Ch. 8 Casey
Class 14: 11 April	<p>MARKETING ADULT SERVICES</p> <ul style="list-style-type: none"> • Introduction & Reaching out into the community 	Read Ch. 4-5 Block [online reserves] DUE Assignment 5
Class 15: 18 April	<p>LAST DAY: WRAP-UP</p> <ul style="list-style-type: none"> • Marketing adult services: details and particulars; The future of adult services, including digital alternatives 	Read Ch. 6 Block [online reserves]
	EXAM PERIOD	Final Assignment DUE by midnight 2 May (deposit via the class website and as a Web Module). Final hand-in of Web Modules by midnight 2 May

NOTE: This is an introductory survey course which is intended to present basic information about adult materials and services work. The course is not comprehensive. Rather, you should leave the course with the feeling that your foot is in the door, and that you know enough to continue your education on your own. Obviously, one short course cannot give you the background or competencies necessary for a professional lifetime spent working with books.

**Please contact the instructor if you have special needs, objectives or problems.