

UBC School of Information Syllabus

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓n̓əm̓ speaking Musqueam people

LIBR 545 Adult Popular Reading and Media Interests – Course Syllabus (3)

Program:	Master of Library and Information Studies
Course Schedule:	May 11 to August 12, 2026
Location:	Online
Instructor Name:	Fiona Hunt (she/her) – Please call me “Fiona”.
Office location:	Online
Office phone:	N/A
Office hours:	By appointment. I endeavour to check/answer my emails daily, so you should receive a response from me within 48 hours at the latest. Please use Canvas email first – that is the one I check most frequently. I’m happy to meet over Zoom if you’d like to talk face to face, and will also be offering regular optional Zoom sessions throughout the semester, where your questions are welcome.
Email address:	Best to email me through Canvas. If that is not working, use fionathehun@gmail.com
Learning Management Site:	https://students.canvas.ubc.ca/

Course Goal: The goal of this course is to acquaint students with the current reading and media interests of adults to prepare students for collection management and readers’ advisory work in these areas.

Prerequisites:

MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor
MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If you would like to take this course for FNCC credit, please contact me to discuss this option.

Approach to teaching: My teaching style is student-centred and flexible, using trauma-informed approaches and interactive strategies. I love teaching and interacting with students. It is a dream job for me! My teaching philosophy centres on constructivist and feminist learning theory to create a respectful, safe and stimulating environment for student learning. I also pull from other learning theories as appropriate for the learning at hand. My teaching interests include instructional best practice, trauma-informed instruction and library service, readers’ advisory, information literacy, and advanced online searching. I look forward to working with you this semester, exploring the exciting and rewarding subject of Readers’ Advisory Service for Adults.

Course Learning Outcomes:

Upon completion of this course, you will be able to:

1. Describe the reading and media interests of adults according to studies and surveys [*1.1, 4.1]
2. Identify the types of popular fiction and nonfiction materials in various genres and formats [*1.2, 2.1]

3. Explain the purposes of readers' advisory service and demonstrate knowledge of the techniques involved [*1.1, 2.1]
4. Apply readers' advisory principles, tools, knowledge and techniques to a readers' advisory transaction [*1.1, 5.1]

*[MLIS Program Learning Outcomes \(PLOs\)](#)

^[MAS Program Learning Outcomes \(PLOs\)](#)

Course Topics:

- Reading and media interests of adults
- Formats and categories of fiction, including genre fiction
- Formats and subjects of nonfiction, e.g., travel, self-help, biography, true-crime, technology, etc.
- Techniques in providing readers' advisory service
- EDI in readers' advisory
- Trauma-informed readers' advisory service

Format and Delivery of the course:

Online (asynchronous format), employing written lecture notes, readings, online audio/visual materials (videos, podcasts, etc.), and online group discussions. Optional Zoom sessions are also offered.

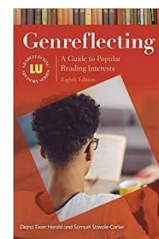
Estimated number of weekly hours you should dedicate to this class (preparation activities + class activities): 10 hours (varies by student)

Required and Recommended Reading:

Textbooks:

Required:

- Herald, D. T. & Stavole-Carter, S. (2019). *Genreflecting: A guide to popular reading interests* (8th edition). Libraries Unlimited.
 - *The 2019 edition is available in print format through the UBC library on 2 hour reserve.*
 - *I'm told that the 2019 e-book edition has not been made available to institutions for purchase, unfortunately. Individuals can purchase the e-book, if that appeals to you.*
 - *I will be making certain chapters available to you in PDF format, so you'll have what you need in the meantime, but I can't make the whole text available due to copyright laws. If you are going to purchase it, you may wish to purchase it used, so as not to spend so much on it. Or, you may find it in your local library as it's a standard professional resource.*
 - *The 2013 edition of the text is available as an ebook at UBC at this link: <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=9097022>. If you want to use it instead, I am okay with that. Some of the chapters are slightly different, but the gist is the same. Naturally, the booklists will be more out of date in the older edition, but I provide booklists in my lectures that are up to date.*



Selected chapters from

- Saricks, J. G. (2005). *Readers' advisory service in the public library* (3rd ed). American Library Association.
 - *NB: This book is available as an ebook through the UBC library at this link: <https://resolve.library.ubc.ca/cgi-bin/catsearch?bid=9099747>, as a limited use resource (3 people at a time), though you are welcome to purchase it if you wish. It's an excellent resource, even though somewhat older now.*



- Readings, viewings and audio materials to be assigned in Canvas in the weekly course modules.

Not required, but potentially of interest:

- Sheldrick Ross, C. McKechnie, L. E. F. & Rothbauer, P. M. (2018). *Reading still matters: What the research reveals about reading, libraries and community*. Libraries Unlimited.
 - Available as an **ebook** at UBC:
<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=5313128>
- Any books by Nancy Pearl (eg. Booklust, Booklust To Go, etc.)
- Saricks, J. (2009). *The readers' advisory guide to genre fiction*. ALA Editions. (An e-book in UBC's collection.)
- Maatta, S. L. (2010). *A few good books: Using contemporary readers' advisory strategies to connect readers with books*. Neal Schuman. (Not available as an e-book, unfortunately, but a title to keep in mind. You may be able to find it in your local library or as a used book from Abe Books or another used book site.)
- Other recommended readings, viewings or audio materials will be posted to Canvas.

List of Required Readings:

- See Course Schedule

List of Recommended Readings:

- See Course Schedule

Course Assignments:

Assignment Name	Due Date	Weight
Participation grade <ul style="list-style-type: none">- RA interview activity (5%)- Discussion board participation (10%)- Reading diary (10%)	Various (see Course Schedule)	25%
Assignment 1: Annotated bibliography	Week 4	25%
Assignment 2: One of option A, B or C	Week 8	25%
Assignment 3: One of option A, B or C (not already chosen above for A2)	Week 12	25%

Course Schedule [weekly and by class session]:

Topic	Date
Introduction What is readers' advisory, history, philosophy, users' reading and media habits and trends	Week 1 May 11

Fiction Introduction to genres, themes and formats, 1st genre: Mysteries and Thrillers	Week 2 May 18
Readers' Advisory Practice Reading log/Keeping track of recommendations, RA tools, the RA interview	Week 3 May 25
Topic 1: Diversity/Inclusion in RA Service Topic 2: Genre: Modern fiction	Week 4 June 1
Readers' Advisory in Libraries RA programs and services	Week 5 June 8
Topic 1: Indigenous Fiction Topic 2: Genres: Classic Fiction, Literary Fiction, Historical Fiction	Week 6 June 15
Fiction Genres: Science Fiction, Fantasy, Adventure	Week 7 June 22
Topic 1: Genres: Romance, Women's Fiction Topic 2: Graphic Novels	Week 8 June 29
Fiction Genres: Gothic, Horror, Westerns	Week 9 July 6
Topic 1: Humour Topic 2: Popular themes and their relation to the genres	Week 10 July 13
Non-Fiction Biographies, Adventure, Self-help, Travel, Humour	Week 11 July 20
Topic 1: Trauma-Informed RA work Topic 2: Media and Related Materials Special considerations for video, audiobooks, e-books	Week 12 July 27
Final Reflection	Week 13 Aug 3

Schedule subject to change. If changes are made after course start date, updates will be clearly posted to Canvas and revision dates included.

Evaluation: Graded assignments will follow the iSchool grading scheme, also available from the [iSchool web site](#).

- **90-100% (A+)** Unusually high achievement demonstrating exceptional analytical ability, creativity, and clarity of expression; a grade rarely given.
- **85-89% (A)** Consistently excellent work demonstrating high degree of analytical ability, creativity, and clarity of expression.
- **80-84% (A-)** Excellence noted in many aspects of the work, which demonstrates analytical ability, creativity and clarity of expression.
- **76-79% (B+)** Work demonstrating diligence and effort above basic requirements
- **72-75% (B)** Solid work meeting the basic course requirements.
- **68-71% (B-)** Acceptable work meeting the minimum of expectations but demonstrating limited performance
- **64-67% (C+)** Work which casts doubt as to the student's ability or readiness to meet course requirements.
- **60-63% (C)** Work barely permitting a pass in the single course.
- **59% and under (F)** Failing grade

All due dates are flexible. If you cannot make the due date listed, please get in touch with me and we will talk about alternate options. There will be no penalty for taking an extension.

Required Materials: As listed above.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me as soon as possible** to find a solution for your missed coursework. The sooner we can address this, the more likely we can find a good solution and reduce the impact on the remainder of course activities. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

(NB: The above wording was supplied by the iSchool and instructors were asked to include it in our syllabi. If you miss marked coursework, as mentioned earlier, my due dates are flexible and we can talk about a make up due date. However, if you feel that you are falling behind and are in danger of failing the course or being significantly delayed in your coursework, the above paragraph may apply to you. Either way, feel free to get in touch with me so that we can work out the best solution for you.)

Policies and Resources to Support Student Success:

Students often experience stressors that can influence both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. You are encouraged to learn about and use UBC's mental health and wellness services. Visit [Student Services on Health and Wellbeing](#) or call the Wellness Centre at (604) 822-8450 to learn more.

UBC provides a range of resources to support student learning and to maintain healthy lifestyles. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. Learn more about the [details of the policies and how to access support](#).

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism.

AI Policy:

Please do not use Generative AI during this course. See the separate document on Canvas explaining this course's AI policy. Use of AI that violates the course's AI policy could result in reduced grades, course failure and/or reporting for Academic Integrity violation. Please be sure to ask me if you have any questions about AI use in this course and/or if any parts of the policy are unclear. In addition, if you have accessibility needs that you feel the course AI policy conflicts with, please get in touch with me so that we can discuss it.

Academic Accommodation for Students with Disabilities:

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation](#)

[for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Updated May 4, 2026