Course Syllabus
LI855XU

Collection Development and Management

Fall Semester 2013

Faculty: Ann O’Neill
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Primary Phone: (620) 341-5320
Online Course Login: https://elearning.emporia.edu
Credit Hours: 3
Meetings: 9/20-21, 11/15-16 & Internet

Important Dates for Fall 2013

8/19 First Day of Class 8/30 Last Day to Add/Drop 9/2 Labor Day (ESU closed)
10/15 Midterm Grades Due 10/25 Last Day to Withdraw 11/11 Veteran’s Day (ESU closed)
11/27-12/1 Thanksgiving (ESU closed) 12/6 Last Day of Class 12/14 Commencement
12/17 Final Grades Due
Program Outcomes

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Catalog Description

Examination of the principles, policies, and procedures associated with evaluating, selecting, and acquiring materials and resources. Students learn about developing, managing, and organizing collections in libraries and information organizations, paying attention to ethical, philosophical, social, and political contexts in which these collections exist.

Course Learning Outcomes

Course Outcomes:

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe the various activities and processes that compromise the development and management of a collection, and explain the different role each plays in ensuring a balanced collection.</td>
<td>PO1, PO2</td>
<td>PV1</td>
<td>2A, 2B</td>
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<tr>
<td>2 Discuss procedures for the selection and management of collection materials including books, serials, electronic and other non-book formats.</td>
<td>PO2</td>
<td>PV1, PV3</td>
<td>2B, 2C, 4D</td>
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<tr>
<td>3 Define the characteristics of a written Collection Development Policy for all resources, assess its value to the information collection, and discuss the challenges to its implementation.</td>
<td>PO2</td>
<td>PV1</td>
<td>2B, 2C</td>
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<tr>
<td>4 Distinguish between selection and censorship and explain the ethical issues surrounding collection development.</td>
<td>PO1, PO2</td>
<td>PV1, PV3</td>
<td>1A, 1B, 2B</td>
</tr>
<tr>
<td>5 Justify the necessity of collection evaluation and describe a variety of evaluation methods.</td>
<td>PO2</td>
<td>PV1</td>
<td>2B, 2C</td>
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<tr>
<td>6 Define the term collection preservation and discuss the main causes of deterioration of materials within a collection.</td>
<td>PO2</td>
<td>PV1</td>
<td>2C, 2D</td>
</tr>
</tbody>
</table>
7 | Identify the main components of a preservation policy and a disaster plan and justify their use within a library or information organization. | PO2, PO8 | PV1 | 2C, 2D \\
8 | List the main benefits of promoting the collection, discuss the principal methods of promotion, and identify the potential problems. | PO1, PO2 | PV1 | 2C, 5E \\

**Contact Information:** Email: aoneill@emporia.edu. Phone: My office phone is 620-341-5320.

**Office Hours:** My office is WAW 416. My open office hours (when I try not to schedule any meetings) are Tuesday 9-11 AM; Wednesday 9-11 AM and 1-3 PM; Thursday 1-3 PM; and Friday 9-11 AM. All times Central. I am available by phone or email any time I am in the office.
You can also call, stop by or, preferably, make an appointment if these hours don’t fit your schedule. Please contact me to schedule a face-to-face, phone, or online appointment. **Please note:** I reserve the right to not respond to email during evening hours or on the weekends.

I will also be available Friday afternoon before the face-to-face weekends. I’ll announce the hours the week of class.

**Required Readings**

**Required Textbooks**


**Required readings:**

You can access these articles through the ESU electronic databases or journals, electronic reserves, or on Blackboard as noted. Additional readings may be added through the semester.


Learning Activities

Important class expectations

You can expect me to:

- Return your homework within a reasonable time. My goal is within one week of the due date.
- Give you constructive criticism on your work.
- Participate in discussions.
- Post lectures on time each week which is by Tuesday morning.
- Respond to emails promptly. My goal is within 48 hours of receiving it, excluding weekends.

In turn, I expect you to:

- Be responsible for reading and understanding what is in the syllabus and timeline.
- Be familiar with course documents, including the content and location of those documents.
- Read my lecture notes and assigned readings and incorporate this information into your discussion posts.
- Post in the weekly discussion forum by Monday 11:59 PM of a given week to receive credit for that week.
- Complete assignments on or before due dates in its correct and final form. What you turn in is it. I do not accept “revised” work and there are no “do-overs”.
• Behave professionally, as you would in the workplace. For me, professional behavior includes demonstrating courtesy, respect, and honesty as well as maintaining “an atmosphere of free, open, and civil intellectual debate” (SLIM Mission Statement).
• Communicate with me early and often. If something is going on in your life that is affecting your school work, PLEASE tell me. I understand that life happens and I am more than willing to work with you on that. (Note: too much schoolwork doesn’t count.)

Writing for this class

I expect your writing to be of professional and high quality; this means, at a minimum, correct grammar, spelling, sentence structure, and language. You are to use the APA Style Manual, sixth edition. I am particularly interested in citations in the text and in the bibliography, paper format, and writing style. Rely on Chapter Three for the last item. I also suggest that you look at Strunk and White’s Elements of Style.

Turning in Work

All work will be turned in via Blackboard assignments. Your files are to be WORD compatible; I prefer “docx” or “rtf” formats. Assignments are to be turned in by 11:59 PM of the due date.

The file name is to be your last name. For example: “ONEill.docx”. I will also accept “Oneilltest1.docx”.

Do not name it “paper.rtf” or “essay2ONEill.docx”.

If you do not follow my naming and/or file requirements you may lose at least 1 point for that assignment.

A Course Timeline is available in the “Course Content” area of Blackboard. You may want to print a copy.

Assignments (3)

• Assignment # 1 – Online discussion and participation (30 points)
• Assignment # 2 – Quick quizzes (5 points)
• Assignment # 3 – Poster presentation (25 points)
• Assignment # 4 – Collection development policy analysis (10 points)
• Assignment # 5 – Collection management exercise (30 points)

Additional information about the assignments will be available in Blackboard.

Notice About Late Assignments: Assignments that are turned in late without prior approval from the instructor (Ann) will automatically be docked 10% (ten percent) of the total points for the assignment per day until the assignment is received. I will not accept work that is more than five (5) days late. I will contact you once about a late assignment.
Assignment #1 – Online Discussion and Participation (30 total points) – throughout semester

Participation points are divided into three equal parts: 1) attendance and participation at the September face-to-face weekend; 2) attendance and participation at the November face-to-face weekend; and 3) ongoing participation and discussion on Blackboard throughout the semester. Each section is worth 10 points.

Online discussion and in-class participation are important aspects of the learning process in this class. In our discussions you will share your experiences, ideas related to class topics and readings, and state and support your opinions on a variety of issues.

Weeks for forum posts run from Tuesday to Monday. If you haven’t posted something by Monday 11:59 PM of a given week, you won’t receive credit for that week. If you post after that date and time, I will decide whether or not to give you partial credit for that week.

If you miss more than 4 weeks of required online participation your maximum course grade will be a “B”. Posting every week does not guarantee full credit – your posts need to be thoughtful and substantive to get full credit.

Schedule for Online participation:

The first formal discussion will begin on August 19, 2013 under the Discussion Board section in Blackboard. Weekly discussion forums will be posted throughout the semester.

Face-to-face weekends in Orem:

Friday, September 20 and Saturday, September 21.
Friday, November 15 and Saturday, November 16.

Evaluation criteria for online discussion/face-to-face class participation:

- **8-10 points** – Frequently makes pertinent and substantive comments that enhance discussion; consistently participates in class activities; responds to contributions of others. F-t-F: Attendance and active participation at weekend sessions. Online: Regular, substantive, pertinent postings (minimum two per week) to BB; no more than 4 weeks missed.
- **7-5 points** – Occasionally makes pertinent and substantive comments; usually participates in class activities; usually responds to contributions of others. F-t-F: Attendance and participation at weekend sessions. Online: Regular, substantive, pertinent postings (minimum one per week) to BB, no more than 6 missed.
- **4 points or fewer** – Seldom makes pertinent comments; may not participate in class activities; may not respond to contributions of others. F-t-F: Misses the weekend session or little or no participation at weekend sessions. Online: Very few BB postings (less than one a week), 7 or more weeks missed.
Assignment #2 – Quick quizzes (5 x 1pt. = 5 points) – throughout semester

I will post five quick quizzes throughout the semester. They will be short answer, true/false, multiple choice, etc. covering basics of the class. They are designed for self-assessment of your learning. You will get one point for taking the test.

I will look at your answers to learn what needs clarification or more discussion.

Don’t ignore these tests as these 5 points can be the difference between an “A” or a “B” or worse.

Assignment #3 – Poster session presentation (25 points) – Due second weekend

I will put you in pairs and assign each pair a topic for a poster presentation. You will create a poster on your topic for the second weekend. This will be a judged (by me) session, but your classmates will also talk with you about your poster.

There are two essential elements: the poster itself and the authors’ short presentation to the judge (in this case, me). The presentation is relatively informal in that it is a one-on-one interaction or conversation between the authors and the judge. But it also a formal means of scholarly communication. We will discuss this during the first weekend and full details and the grading rubric will be available in Blackboard.

This is good practice for presentations at conferences or for interviews.

Assignment #4 – Collection development policy analysis (10 points) – October 4

Obtain a copy of a real library’s collection management policy. Many are freely available on the Web (one source is [http://www.acqweb.org/cdv_policy/](http://www.acqweb.org/cdv_policy/), but many, many more exist); you may use a policy that is for a library with which you have a relationship (such as you work there). Choose a fairly “meaty” policy, do not choose a short or simplistic policy.

Analyze the policy you’ve selected based on what you’ve learned about collection management policies in your reading and class discussions. Prepare a 3 to 5 page report of your analysis. Your report should:

- Describe which characteristics of a written collection management/development policy are and are not included in the policy under review.
- Assess the value of the policy under review to the library (information) collection.
- Discuss the potential challenges to its implementation.
- Be written using language, style, and formatting appropriate for a written report to be submitted to a library director or board.

Evaluation criteria for collection policy assessment:

- **8-10 points** – Contains all required elements, no major points have been omitted, evidence of critical thinking. Paper is very well written (no errors), is in report format, is easy for the reader to follow, and uses APA appropriately.
• **7-5 points** – Contains most of the required elements, a few small points may have been omitted, evidence of critical thinking. Paper is well written (a few small errors), is in report format, is easy for the reader to follow with some thought, and APA is used.

• **4 points or fewer** – Does not contain the required elements, many major points have been omitted, little or no evidence of critical thinking. Paper is poorly written (many mistakes), not submitted in report format, is very difficult to read, and APA is not used.

**Assignment #5 – Collection management exercise (30 points) – December 6**

You will be assigned to groups of three (different from the poster groups) and the group will evaluate a library or information collection of your choice including its accompanying Collection Development Policy. Prepare an action plan, based on a proposed permanent 15% collections budget cut, that recommends the specific steps you would take to maintain the integrity of the collection, based on existing policy. Your plan should contain justifications for your decisions.

Full details and the grading rubric will be available in Blackboard.

**Plagiarism**

If I discover that an assignment has been partially or completely plagiarized you will receive a “0” on the assignment and an “F” in the class. There will be no second chances on an assignment that contains plagiarism. Please see this paper “The Plague of Plagiarism: Academic Plagiarism Defined” by I. Hexman for more information. See also the “Academic Dishonesty” section below.

See also my note above in the “Important information” section.

**Turning in Assignments**

All work will be turned in via Blackboard assignments. Your files are to be WORD compatible; I prefer “docx” or “rtf” formats. The file name is to be your last name. For example: “ONeill.docx”. **Do not** name it “Homework4.rtf” or “essay2Oneill.docx”. You have until 11:59 PM of the due date to turn in your work.

**Notice About Late Assignments**

Assignments that are turned in late without prior approval from the instructor (Ann) will automatically be docked 10% (ten percent) of the total points for the assignment per day until the assignment is received. I will not accept work that is more than five (5) days late. I will contact you once about a late assignment.
SLIM Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 95</td>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>D</td>
<td>70 - 73</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td>0 – 69</td>
<td>F</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
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SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to the following URL for more information:

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs program, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes their next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, doctoral program, and academic concentrations. It will also apply to all those who have passed into MLS or doctoral degree candidacy.
SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/grad/docs/policyhandbook2.pdf).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [Policy and Procedures Manual 43.11]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu