Course Syllabus

LI855XA

Collection Development and Management

Summer Semester 2014

Faculty: Keith Rocci
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Primary Phone: (520) 665-8287
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: 6/13-14; 7/11-12 and Internet

Important Dates for Summer 2014

5/19 First Day of Class
7/2 Last Day to Withdraw
7/4 Independence Day (ESU closed)
8/12 Final Grades Due
5/26 Memorial Day (ESU closed)
5/27 Last Day to Add/Drop
8/2 Last Day of Classes
Program Goal

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. (Required) (Approved 11/30/11)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the semester, the student will be able to:</th>
<th>MLS Program Outcomes</th>
<th>ALA Core Competence(s)</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>1, 2 PV 1</td>
<td>2A, 2B</td>
</tr>
<tr>
<td>2. Discuss procedures for the selection and management of collection materials including books, serials, electronic and other non-book formats.</td>
<td>2 PV 1, 3</td>
<td>2B, 2C, 4D</td>
</tr>
<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>2 PV 1</td>
<td>2B, 2C</td>
</tr>
<tr>
<td>4. Distinguish between selection and censorship and explain the ethical issues surrounding collection development.</td>
<td>1, 2 PV 1, 3</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>2 PV 1</td>
<td>2B, 2C</td>
</tr>
<tr>
<td>6. Define the term collection preservation and discuss the main causes of deterioration of materials within a collection.</td>
<td>2 PV 1</td>
<td>2C, 2D</td>
</tr>
<tr>
<td>7. Identify the main components of a preservation policy and a disaster plan and justify their use within a library or information organization.</td>
<td>2, 8 PV 1</td>
<td>2C, 2D</td>
</tr>
<tr>
<td>8. List the main benefits of promoting the collection, discuss the principal methods of promotion, and identify the potential problems.</td>
<td>1, 2 PV 1</td>
<td>2C, 5E</td>
</tr>
</tbody>
</table>
Course Overview

Office Hours

Office hours are those hours that I set aside exclusively for communicating with you; however, you are welcome to contact me at any time through any means. During office hours I will endeavor to reply to you immediately. During other times, I will make every effort to reply within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible. I do reserve the right not to respond to communications during evening hours or on the weekends (again, outside of office hours).

At the beginning of the semester I will send out a survey to you asking about the days/times that you would most like to have me available to you. I will base my office hours on your responses.

Please always include the course number (e.g. LI855XA) in the subject line of ALL your emails to me. If you send email using the Blackboard email utility this will happen automatically. All of the email that I receive with that in the subject line goes into a special folder in my Outlook mailbox and these are the ones I always answer first.

Weekends

Because I realize that most of you work at a job other than SLIM classes Monday through Friday and therefore tend to work on course work on the weekends, and because our class meetings are on Friday evenings and Saturdays, my work week is Tuesday through Saturday. When I say “weekend,” most of the time I mean Sunday and Monday. For example, when I say that there will be times when I don’t check my email on the weekend, I mean that there will be times when I don’t check my email on Sunday or Monday.

Canvas

Each week you will find a new folder in the Modules section of Canvas. On the folder will be a check list of readings and activities to be completed during the week. Inside the folder I will place any materials required to complete that week’s activities. These materials will include readings only when those readings are not readily available to you in your textbooks, online, or via the WAW Library’s electronic resources/databases. Officially, weeks will begin on Mondays and end on Sundays, however, I will usually make the upcoming week’s folder available to you on the Friday preceding the start of the week.

A note about writing:

I have high expectations for your writing. It is hugely important in our profession that you be able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, be presented in the correct format (e.g. report, essay, literature review, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply all sections of the APA Publications Manual.
There are a variety of resources available to you for writing help, not least of which are the **ESU Writing Center**, SmartThinking (available as a link from Canvas), and each other. It is very useful to ask a colleague and/or classmate to review and edit your writing. You will learn not only from their edits but also by returning the favor and editing someone else's work. I will also provide help with your writing of specific assignments for this class in the Help, Samples, and Tutorials folder in Canvas.

**Formatting written assignments:**

Unless the assignment instructions tell you differently, all written assignments should follow the formatting conventions described in the *Publication Manual of the American Psychological Association*. All assignment files should include your last name and the name of the assignment, for example, Rocci_Lit_Review_Bibliography.docx.

**Instructor Contact Information**

Keith Rocci, Instructor
krocci@emporia.edu
520-665-8287

**Required Readings**


ISBN 9781433805615 (softcover) or 1433805626 (spiral bound). Note: I have the softcover version and wish I’d purchased the spiral bound version. Also, please do not buy a copy of the first printing (2009) version of this edition. It is riddled with errors.


Additional required readings will be assigned for each lesson. These will be listed in the Modules in Canvas.
Learning Activities

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Course Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Assessment: groups of students will prepare a detailed, written action plan for responding to a collection management scenario.</td>
<td>8/2/2014</td>
<td>30</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Participation: in-class and online</td>
<td></td>
<td>25</td>
<td>All</td>
</tr>
<tr>
<td>Quizzes: Five quizzes worth 2 points each, designed primarily for self-assessment of learning.</td>
<td></td>
<td>10</td>
<td>All</td>
</tr>
<tr>
<td>Poster session: groups of students will prepare a poster presentation on a collection development or management topic, to be presented at the second class meeting.</td>
<td>2nd class meeting: 7/12/2014</td>
<td>25</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>Collection management policy analysis: students will choose and analyze an existing collection development policy.</td>
<td>7/6/2014</td>
<td>10</td>
<td>3, 5, 7</td>
</tr>
<tr>
<td>TOTAL Points</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions

Instructions for each assignment are available in a MS Word document attached to each assignment in the Assignments section of Canvas.

Grading Criteria

I will use a rubric to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment contain a copy of the rubric. My specific expectations for each criterion are contained in the rubric for the assignment. I strongly recommend that you review the expectations for each assignment before you begin the assignment.
Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 5/19-5/25</td>
<td>Introductions</td>
<td>Chapters 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Week 2: 5/26-6/1</td>
<td>Selection to Management</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Week 3: 6/2-6/8</td>
<td>Assessing User Needs</td>
<td>Chapter 4</td>
<td>Quiz 1 (2)</td>
</tr>
<tr>
<td>Week 4: 6/9-6/15</td>
<td>Selection</td>
<td>Chapter 5</td>
<td>Class meeting 6/13-6/14 Quiz 2 (2)</td>
</tr>
<tr>
<td>Week 5: 6/16-6/22</td>
<td>Acquisition</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Week 6: 6/23-6/29</td>
<td>Collection Assessment</td>
<td>Chapters 7 and 8</td>
<td>Quiz 3 (2)</td>
</tr>
<tr>
<td>Week 7: 6/30-7/6</td>
<td>Issues I</td>
<td>Chapters 9 and 10</td>
<td>Collection Management Policy Analysis (10)</td>
</tr>
<tr>
<td>Week 8: 7/7-7/13</td>
<td>Issues II</td>
<td>Chapter 11</td>
<td>Class meeting 7/11-7/12 Poster Session Due (25)</td>
</tr>
<tr>
<td>Week 9: 7/14-7/20</td>
<td>The Law</td>
<td>Chapter 12</td>
<td>Quiz 4 (2)</td>
</tr>
<tr>
<td>Week 10: 7/21-7/27</td>
<td>Access, Ethics and Intellectual Freedom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11: 7/28-8/2</td>
<td>Conclusion</td>
<td></td>
<td>Collection Assessment Due (30) Quiz 5 (2)</td>
</tr>
</tbody>
</table>

SLIM Grading Scale

| 96 -100 | A     | 77 - 79 | C+    |
| 90 - 95 | A-    | 74 - 76 |       |
| 87 - 89 | B+    | 70 - 73 | D     |
| 84 - 86 | B     | 0 - 69  | F     |
| 80 - 83 | B-    |         |       |

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 [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.
SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, 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 his or her 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 his or her 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. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies 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/regist/trnscept/grades.html).

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.
SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]
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
106 Plumb Hall
Emporia State University
1 Kellogg Dr. / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disbser@emporia.edu