Course Syllabus

LI855XA/XB

Collection Development and Management

Fall Semester 2015

Faculty: Dr. Sarah W. Sutton
E-mail: ssutton3@emporia.edu
Primary Phone: (620) 341-5816
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: XA: Internet begins 8/17, plus Weekends 9/18-19; 11/13-14
              XB: Internet begins 8/17, plus Weekends 9/26-27; 11/20-21

Important Dates for Fall 2015

8/17 First Day of Class    8/28 Last Day to Add/Drop    9/7 Labor Day (ESU Closed)
10/23 Last Day to Withdraw 11/11 Veteran’s Day    11/25-29 Thanksgiving (ESU Closed)
12/4 Last Day of Classes   12/12 Commencement    12/15 Final Grades Due
**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**

This course examines 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 the ethical, philosophical, social, and political contexts in which these collections exist. *(Required)* *(Approved 3/9/2015)*

**Course Learning 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 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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>2</td>
<td>2C, 5E</td>
</tr>
</tbody>
</table>

*Approved 11/30/11*
Instructor Contact Information

My email address and phone number are included at the top of the syllabus.

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 I possibly can. I do reserve the right not to respond to communication during evening hours or on the weekend (outside of office hours). My weekend is generally Sunday and Monday.

If you email me outside of Canvas, please always include the course number (e.g. LI855XA) in the email subject line. 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.

Required Readings


Additional required readings will be assigned for each weekly module. Some, but not all, are identified below in the Tentative Course Schedule. Full citations will be made available to you through Canvas. I will provide you with copies of readings that are not available to you through the WAW Library's electronic resources. Those that are available through the WAW library I will expect you to find for yourself. I expect you to be proficient in the use of all WAW Library resources or to become so by asking a librarian for assistance.

Learning Activities

Learning activities encompass major course assignments (described briefly below) as well as other activities in which students are expected to participate both online and in our face-to-face class meetings. In order to make the most of our face-to-face meetings, when it is feasible, I employ the "flipped classroom" teaching model. "The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities" (Educause, 2012, sec. 1).
From the ESU University Policy Manual: “One on-campus class credit is defined as 1 class hour of classroom or direct faculty instruction per week and a minimum of 2 class hours of out-of-class student work each week for a minimum of 15 weeks… It is expected that the academic work required of graduate and professional students will exceed 3 hours per credit per week.” Since this is a three credit hour course, I expect you to spend at the very least 9 hours per week on this course.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Poster Session</td>
<td>1, 2, 4, 5</td>
<td>XA: 11/13 XB: 11/20</td>
<td>25</td>
</tr>
<tr>
<td>3. Collection Assessment</td>
<td>1, 2, 5</td>
<td>XA: 11/29 XB: 12/4</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>All</td>
<td>Throughout</td>
<td>25</td>
</tr>
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</table>

**Policy analysis report** Groups of students analyze a collection development policy based on course learning and then prepare a report of their analysis.

**Poster session** Groups of students prepare and present a poster on an instructor approved topic related to collection development.

**Collection assessment** Students prepare an action plan, based on a proposed collections scenario that recommends specific steps to be taken in order to respond to the scenario and maintain the integrity of the collection, based on existing policy.

**Participation** Students are expected to participate in class discussions (synchronous and asynchronous), activities, and collaborations.

**Tentative Course Outline**

This is a tentative schedule. It is likely to change as we work through the course together and I determine where we can move faster or need to move more slowly. This agenda, and the entire syllabus, will not be updated after the beginning of the semester. You will find the most accurate and up-to-date readings, activities, and due dates in the weekly modules in Canvas.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
</table>
| Week 1: 8/17-8/23 | The value of libraries                      | Syllabus  
*Johnson (2014) ch. 1 (27 p.)*  
*McMenemy (2007) (3 p.)*  
*ACRL (2010) (9 p.)*  
*Adler & Van Doren (1972) ch. 1 & 2 (18 p.)*  | Discussion 1  
Reading (57 pages) |
| Week 2: 8/24-8/30 | Organizational models, responsibilities for collection development (CD) | *Johnson (2014) ch. 2 pages 37 - 64 (28 p.)*  
*Albitz, Avery, & Zabel (2014) ch. 3 & 22 (18 p.)*  
Optionally: *Lenz & Wohl (2008)*  | Discussion 2  
Reading: 46 pages |
| Week 3: 8/31-9/6 | Ethics, censorship, & intellectual freedom | *Johnson (2014) ch. 2 pages 65 - 89 (14 p.)*  
*Albitz, Avery, & Zabel (2014) ch. 15 (9 p.)*  
*Klinefelter (2010) (32 p.)*  | Discussion 3  
Reading: 55 pages + an article of your choosing |
| Week 4: 9/7-9/13 | Planning & policy                          | *Johnson (2014) ch. 3 pages 91 - 112 (19 p.)*  
*Albitz, Avery, & Zabel (2014) chs. 8, 9, 13, & 14 (31)*  | Reading: 50 pages |
| Week 5: 9/14-9/20 | Budgeting                                  | *Johnson (2014) ch. 3 pages 112 - 127 (15 p.)*  
*Collins (2012) (19 p.)*  
Optionally:  
*Blumenstein (2011) (2 p.)*  
*Elliot (2013) (13 p.)*  
*Cullier & Stoffle (2011)*  | Reading: 34 pages + optional readings for either Public Libraries or Academic Libraries |
*Albitz, Avery, & Zabel (2014) ch. 4, 10, & 11 (19 p.)*  
*Nardini (2009) (5 p.)*  
*Nixon, Freeman, & Ward (2010) (4 p.)*  
*Pastercysyk (1988) (2 p.)*  
*Review ch. 1 of Severson (1997)*  | Reading: 53 pages  
Discussion 4 (in class) |
<table>
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<th>Readings</th>
<th>Activities and Due Dates</th>
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</thead>
</table>
Chamberlain & Emery (2010) (3 p.)  
Emery & Stone (2013) ch. 2 & 3 (10 p.) | Reading: 32 pages           |
| Week 8: 10/5-10/11 | Managing collections: Weeding | Johnson (2014) ch. 5 pp. 193-212 (20 p.)  
Ablitz, Avery, & Zabel (2014) ch. 5 & 6 (20 p.) | Reading: 40 pages + an article of your choice  
Discussion 5 |
McElfresh (2007) (4 p.)  
Collins & Car (2008) ch. 12 (14 p.)  
Sutton (2009) (12 p.)  
Johnson (2014) ch. 5 pp. 224-229 (5 p.) | Reading: 49 pages  
Discussion 6 |
Pennel (2008, in Collins & Carr) (13 p.)  
Musser & Walker (2014, AAZ 19) (4 p.)  
Fagan & Mandernach (2014, AAZ 21) (8 p.)  
Emery & Stone (2013) ch. 4 (4 p.)  
Then EITHER the AL set or the PL set:  
AL  
Ablitz, Avery, & Zabel (2014) chs. 16, 18, & 23 (30)  
PL  
Ablitz, Avery, & Zabel (2014) chs. 17, 20, & 24 (31) | Reading: 68 pages  
Discussion 7 |
Ablitz, Avery, & Zabel (2014) ch.27 - 29 (35 p.) | Reading: 51 pages |
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<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12: 11/2-11/8</td>
<td>Marketing, liaison activities, &amp; outreach</td>
<td>Johnson (2014) ch. 6 (32 p.)</td>
<td>Poster session in class</td>
</tr>
<tr>
<td>Week 14: 11/16-11/22</td>
<td>Cooperative CD &amp; Management</td>
<td>Johnson (2014) ch. 8 (41 p.)</td>
<td>Reading: 41 pages Discussion 9</td>
</tr>
<tr>
<td>Week 15: 11/25-11/29</td>
<td>THANKSGIVING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16: 11/30-12/4</td>
<td>Scholarly communication &amp; Education for CD</td>
<td>Johnson (2014) ch. 9 (40 p.) Abliz, Avery, &amp; Zabel (2014) ch. 1 (8 p.) &amp; ch. 7 (5 p.)</td>
<td>Reading: 53 pages</td>
</tr>
</tbody>
</table>

**Grading Criteria**

I will use a rubric to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. My specific expectations for each criterion are contained in the rubric for each assignment. I strongly recommend that you review the rubric for each assignment before you begin the assignment.

My goals is to post the grades you earn for each assignment in Canvas within two weeks of the date upon which the assignment is due. I will provide grades and feedback on each assignment in the rubric in Canvas. By using the Canvas grade center I can keep you up to date on your progress in the class.

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, 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.

Formatting for written assignments will depend to some extent on the type of writing you are asked to do. All assignment files should include your last name and the name of the assignment, for example, Sutton_Policy Analysis.docx.
**Late work.** I will penalize you 0.5 (1/2, one half) point per day for work turned in after the due date. Most assignments should be turned in by midnight on the due date. Canvas tracks the date and time that an assignment is turned in. I will use Canvas's time stamp to determine "lateness." You have the capability of setting your time zone in Canvas. Note that this means that work turned in on Monday at 12:15 am (fifteen minutes after midnight on Sunday night) is just as late as work turned in at 8 pm on Monday evening. My advice to your is if you're going to turn it in (whatever "it" happens to be) at 12:15 am, you're going to lose .5 point anyway so GO TO BED, get some sleep, and read through what you're turning in one more time with a clear head the next day.

**Bibliography**

As I've noted above, this is a tentative and likely incomplete bibliography of readings for the course. Please refer to Canvas weekly modules for the most up-to-date readings.


**SLIM Grading Scale**

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

**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 courses, 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. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she 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 upon satisfactory completion of the academic improvement plan.
If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

**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 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/trnsept/grades.html](http://www.emporia.edu/regist/trnsept/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 Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu