Collection Development and Management

LI855XA Course Syllabus

Facility: Sarah Sutton, Ph.D.
E-Mail: ssutton3@emporia.edu
Primary Phone: 620-341-5816
Online Course Login:
Credit Hours:
Meetings:

Information Type: Information Detail

Fall Semester 2019

Internet begins 8/19

Weekends 9/6-7 and 11/22-23

Important Dates for Fall 2019

Event: Date
First Day of Class: August 19
Last Day to Add/Drop: August 30
Last Day to Withdraw: October 25
Last Class day: December 6
Final Grades Due: December 17

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.
Catalogue 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>Describe the various activities and processes that comprise 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, 2C</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td></td>
<td>By the end of the course, students will be able to:</td>
<td>Program Outcomes</td>
<td>Professional Values</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>3</td>
<td>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>
</tr>
<tr>
<td>4</td>
<td>Distinguish between selection and censorship and explain the ethical issues surrounding collection</td>
<td>PO1, PO2</td>
<td>PV1, PV3</td>
</tr>
<tr>
<td>5</td>
<td>Justify the necessity of collection evaluation and describe a variety of evaluation methods.</td>
<td>PO2</td>
<td>PV1</td>
</tr>
<tr>
<td>6</td>
<td>Define the term collection preservation and discuss the main causes of deterioration of materials within a collection.</td>
<td>PO2</td>
<td>PV1</td>
</tr>
<tr>
<td></td>
<td>By the end of the course, students will be able to:</td>
<td>Program Outcomes</td>
<td>Professional Values</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>7</td>
<td>Identify the main components of a preservation policy and a disaster plan and justify their use within a library or information organization.</td>
<td>PO2, PO8</td>
<td>PV1</td>
</tr>
<tr>
<td>8</td>
<td>List the main benefits of promoting the collection, discuss the principal methods of promotion, and identify the potential problems</td>
<td>PO1, PV2</td>
<td>PO2</td>
</tr>
</tbody>
</table>

Approved 11/30/2011

Instructor Contact Information

My contact information is included at the beginning of this syllabus and in several places in Canvas. I prefer that you contact me via Canvas email or Zoom during my office hours, but I will reply to almost any kind of communication.

During this semester, I will conduct office hours in my physical office in SLIM (White Library room 423B) and in my Zoom virtual office. You can contact me in my Zoom virtual office using this URL: https://emporiastate.zoom.us/j/8314911547 or by dialing 646 558 8656 (US Toll) or +1 408 638 0968 (US Toll) and using meeting ID# 831 491 1547.
My regular office hours will be on Tuesdays, Thursdays, and Saturdays. However, there will be weeks when other commitments, for instance teaching weekends, will require me to change my 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 I possibly can. However, I reserve the right not to respond during evening hours or on the weekend; because I often teach on Saturdays, my weekend is Sunday and Monday.

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 ESU Library's electronic resources. Those that are available through the ESU Library I will expect you to find for yourself. I expect you to be proficient in the use of all ESU Library resources or to become so by asking a librarian for assistance.

Recommended Readings


Learning Activities

Learning activities for this course encompass assignments (described briefly below) as well as homework and discussions (synchronous and asynchronous). Below I have provided the percentage of the final grade represented by each assignment. Please be aware that while you earn points for each assignment, those points may not translate directly to the percentage of your final grade below. For example, the Policy Analysis Report assignment may be graded on a scale of 65 points but represents 25% of your grade.

Managing your time: 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 that extends over 16 weeks, you should expect to spend at least 10 hours per week on this course, and very often more than that.

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). This means that I expect you to arrive in class having consumed (read, watched, taken notes on, whatever else you need to do to begin to grasp) the assigned readings, etc. for the course to that point. Educause. (2012). 7 things you should know about flipped classrooms. Retrieved from https://net.educause.edu/ir/library/pdf/ELI7081.pdf

Assignments

The table below contains summary of assignments and their values with respect to your final grade in the course. A brief description of each major assignment follows the table. Due dates for weekly activities that are part of each course module will usually be Sunday evening at 11:59 pm in your time zone and will always be posted in Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analysis Report</td>
<td>1, 2, 3, 5, 6, 7</td>
<td>See Canvas</td>
<td>25%</td>
</tr>
<tr>
<td>Poster Session</td>
<td>1, 2, 4, 5</td>
<td>See Canvas</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Assignment | Course Outcome(s) Met | Due Date | Percentage of final grade
--- | --- | --- | ---
Developing a Collection Final Project | 1, 2, 5 | See Canvas | 25% |
Participation and Homework | All | See Canvas | 25% |

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

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

**Developing a collection final project:** teams of students collaborate to produce a collections policy, selections list, marketing/instruction piece, and present a lightning talk on their work.

**Participation and Homework assignments:** For each lesson or module in the course students will be assigned discussions, homework, and/or writing assignments created to assess their learning of the material for that module. Students are also assessed on the quality of their engagement (e.g. participation) with the course content, each other, and the professor during face to face class weekends and in online activities.

Tentative Course Outline
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Reading</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/19-8/25</td>
<td>The value of libraries</td>
<td>Johnson (2018) ch. 1 (36 pages);</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 2: 8/26-9/1</td>
<td>Collection Management Responsibilities</td>
<td>Johnson (2018) ch. 1 (36 pages)</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 3: 9/2 – 9/8</td>
<td>Ethics</td>
<td>Johnson (2018) ch. 2, pp. 65-89 (25 pages);</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Albitz, Avery, &amp; Zabel (2014) ch. 15 (10 pages)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Albitz, Avery, &amp; Zabel (2014) chs. 8, 9, 13, &amp; 14</td>
<td></td>
</tr>
<tr>
<td>Week 5: 9/16 – 9/22</td>
<td>Planning, Policies, &amp; Budgets</td>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Week 7: 9/30 – 10/6</td>
<td>Selection</td>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Week 8: 10/7 – 10/13</td>
<td>Acquisitions</td>
<td>Johnson (2018) ch. 5 (42 pages)</td>
<td></td>
</tr>
<tr>
<td>Week 9: 10/14 – 10/20</td>
<td>Managing Collections</td>
<td>Johnson (2018) ch. 6 (43 pages)</td>
<td></td>
</tr>
<tr>
<td>Week 10: 10/21 – 10/27</td>
<td>Managing Collections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11: 10/28 – 11/3</td>
<td>Managing Collections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Week 12: 11/4 – 11/10</td>
<td>Evaluation and Assessment</td>
<td>Johnson (2018) ch. 8 (43 pages)</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 13: 11/11 – 11/17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14: 11/18 – 11/24</td>
<td>Marketing and Outreach</td>
<td>Johnson (2018) ch. 6 (43 pages)</td>
<td>Homework</td>
</tr>
<tr>
<td>Week 15: 11/25 – 12/1</td>
<td>Thanksgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16: 12/2 – 12/8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SLIM Technology Requirements**

SLIM has specific hardware, software and network requirements for all students that are specified on the [SLIM Technology Requirements web page](#). Computer technology is integrated throughout the curriculum, including the use of Canvas, ESU’s learning management system, and use of video-conferencing software. All students must have devices, high-speed Internet
access, and current software for home use that makes possible full participation in extensive course assignments. See the ESU TechSite for software available to students at no cost. Contact the ESU financial aid office for details about possible funding for purchase of computer equipment. (Approved 10/17/2018)

Grading Criteria

I will use a rubric to grade each assignment. Each rubric is customized for the 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. I will ask you to provide peer reviews of your classmates’ work using the same rubrics.

My goal 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, and often on the assignment document itself, also within Canvas. Grades, once assigned, will be available in the Canvas grade center, thus I can keep you up to date on your progress in the class.

A note about writing. As should be clear from my use of the Andrew Johnson text in this course, I have high expectations for your writing. I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, be written in an academic style, 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. I also highly recommend Andrew Johnson’s Academic Writing: Process and Product, which I’ve included in the reading list above, as a very clear and succinct guide to what academic writing is and what it looks like, as well as providing help on how to do it.

**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_Case_Study.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 you 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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter 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>
</tbody>
</table>

SLIM Grading Scale
SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s degree programs, certificate and licensure 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.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate and licensure programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy. (Approved 9/19/2018)

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.

Absence from a SLIM Course’s Class Weekends

In-person attendance at weekend class meetings is especially critical to the overall success of a weekend-intensive graduate course. Therefore, students who miss any part of weekend class meetings due to illness or personal emergency are required to notify their instructors and their advisors, at which time they will be advised to withdraw from the course and apply for tuition reimbursement by submitting the ESU Business Office Petition for Tuition/Fee Readjustment.

All students who submit petitions for tuition/fee readjustment due to illness or personal emergency should be aware that, while SLIM policy supports the submission of petitions for tuition and fee reassessment when appropriate, SLIM cannot guarantee
tuition and fee appeals will be granted by the ESU Business Office.

Inclement Weather

In cases of inclement weather, the class instructor, in collaboration with the regional director, will make a determination as to whether to hold or cancel the class weekend or a portion thereof. Any such decisions will be communicated to students at the earliest possible opportunity through the campus email system and with an announcement on the course management system.
(Approved 9/5/2018)

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy.

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. 
(Approved 11/14/2018)

Online Communication 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 utmost tact and respect. 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 professionalism and courtesy at all times when interacting with others in the class.
(Approved 10/17/2018)

SLIM Course Evaluation Policy

Course evaluation is an important part of the process of teaching and learning. SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each and every course. The resulting data is reviewed by the instructors and the Dean, who work together to improve teaching and learning across the whole of SLIM. 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 through the Campus Labs platform, and student responses are anonymous (unless students share any identifying information in their comments). Nobody in SLIM has access to individual student surveys at any time, and
aggregated data is only made available to instructors after final grades have been submitted. (Approved 11/14/2018)

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, Section 4E.15].

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. [Policy and Procedures Manual, Section 3D.0801]

**Diversity & Inclusivity Policy**

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how other people’s perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of the design, instruction, and/or your experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the unit head (Department Chair or equivalent) as soon as possible, and/or contact the office of the Assistant Dean of Students for Diversity, Equity, & Inclusion. [Policy and Procedures Manual, Section 4L.]

**Accessibility Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Student Accessibility and Support 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, Student
Accessibility and Support Services, and the professor will be strictly confidential. [Policy and Procedures Manual, Section 4K] Contact information for Student Accessibility and Support Services

Student Accessibility and Support Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
E-mail Student Accessibility and Support Services