EMPORIA STATE UNIVERSITY
School of Library & Information Management

Course Syllabus
LI 855XO

Collection Development and Management

Spring Semester 2011

Faculty:	Andrew Smith, Ph.D.
E-mail:	asmith37@emporia.edu
Primary Phone:	620-341-5790
Secondary Phone:	800-552-4770
Fax:	620-341-5233
Online Course Login:	https://elearning.emporia.edu
Meetings:	February 25-26, April 29-30 and online
	(Fridays 6 – 9 p.m., Saturdays 8 a.m. – 12:30, 1:30 - 5:15 p.m.)
Credit Hours:	3
Learning Resources:	American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
	Evans, G. E., & Saponaro, M. Z. (2005). *Developing Library and Information Center Collections* (5th ed.). Westport, CT: Libraries Unlimited. (Also available as an e-text at www.cafescribe.com)
	Additional readings listed in Black Board.

Important Dates for Spring 2011: *First day of class: 1/12, Last day to drop: 1/26, MLK Day Holiday: 1/17, Midterm grades due: 3/8, Midterm grades available: 3/11, Spring Break: 3/21-3/25, Last day to withdraw: 3/30, Last day of class: 5/6, Final grades due: 5/17*

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 print, non-print, digital, and multimedia materials and resources. Students also learn about developing, organizing, and managing these collections in libraries, archives, special collections, museums, and similar institutions, paying attention to ethical, philosophical, social, and political contexts in which these collections exist. Students have opportunities for practical applications, using specific methodologies and diverse approaches. (LI805 recommended)

General Goal:

The Collection Development course will focus on collection building and management in 21st century libraries and information agencies. Class discussions will focus on current issues, practices, and policies related to building and maintaining collections and will examine procedures for evaluating, selecting, and acquiring and deselecting materials. Budgeting, policy formation and evaluation, and freedom of information will also be addressed.

Objectives

	By the end of the course, students will be able to:	Program Outcomes	Professional Values	ALA Core Competencies
1	Describe the various activities and processes that compromise collection management and explain the different role each plays in ensuring a balanced collection.	1, 2, 3	2, 3	2A, 2B, 2C, 2D
2	Discuss traditional procedures for the selection and acquisition of printed books.	1, 2, 3	2, 3	2B
3	Summarize the major issues involved in the collection management of serials, electronic materials and other non-book formats.	1, 2, 3	2, 3	2A, 2B, 2C, 5F, 5G
4	List and describe the major bibliographic sources and services available to support collection management.	2, 3	2	2B
5	Define the characteristics of a written Collection Development Policy for all resources, print, non-print and electronic, explain its value to the information collection, and discuss the challenges of its implementation.	1, 2, 4, 5	2, 3, 4	2B, 2C
6	Distinguish between selection and censorship and explain the ethical issues surrounding collection development and management.	1, 2	1, 2, 3	1B, 1G, 2B
7	Explain the necessity of collection evaluation and	2,	2, 3	2B, 2C, 5G

	review and describe a variety of evaluation methods.			
8	Define the term collection preservation and describe the main causes of the deterioration of materials within a collection.	1, 2	2, 3	2C, 2D
9	Identify the main components of a preservation policy and a disaster plan and justify their use within a library or information agency.	2,	2, 3, 5	2C, 2D
10	List the main benefits of collection promotion, discuss the principal methods of promotion and evaluate the potential problems.	2, 7, 8	1, 2, 3, 4, 5	2C

Course Assignments

Evaluation	Description	Objectives	Due Date	Points
1	Participation – in class & online discussion	1-10	5/6	20
2	Environmental Scan – 2 article summaries	1-10	2/6 & 2/20	20
3	Interview Report – CD Librarian	1-10	3/13	15
4	Research Paper – Collection Development topic	1, varies	4/3	25
5	Collection Assessment (Collaborative project)	5, 6, 7	4/29	20

Evaluation #1 - Participation – in class, online, and collaboration (20 points)

Online class discussion and participation are important aspects of the assessment process in the course. Through guided and independent discussion and participation, students will share with colleagues their experiences and ideas. Students should be prepared to articulate agreement and disagreement on a variety of issues. Blackboard discussion topics related to the readings and assignments will be posted; it is the student's responsibility to contribute to each discussion at least twice.

Evaluation # 2 – Environmental Scan – 2 article summaries (10 points each)

Using two different scholarly (peer reviewed) professional journals, read and review two articles related to trends and issues in collection development and management with copyright dates of 2008 or later. Reviews should be between 2 and 3 pages in length and should include:

1. complete bibliographic data (APA style)
2. a summary of the content
3. your opinion of the views stated by the author, and
4. a statement regarding its personal value to you.

(Note that the summary should constitute about one page, with the personal opinion and value statement also being at least one page.)

Evaluation #3 – Interview report - (15 points)
Interview a librarian who is responsible for collection development and management at a library or information agency. Prepare a concise report on the information you gathered from your interview. Interview

questions will be developed during online/class discussions. Additional questions are welcome. This is an opportunity to learn about collection development from a practitioner.

Evaluation #4 – Research Paper on a Collection Development topic – (25 points)
Write a 7-8 page (approximately 2,000 words, double-spaced) research paper on a collection development topic. Please include a bibliography of references cited in your research paper. (The 2,000 words should not include the bibliography.) Please use the APA style manual. A list of possible topics will be provided. You may select a different topic with the instructor's approval.

Evaluation #5 – Collaborative Collection Assessment – (20 points)
With an assigned partner, evaluate a library or information collection of your choice, with reference to 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.

Grading Rubrics

The rubrics for grading each of the evaluation elements of the course are available in the Course Documents section of BlackBoard. These rubrics identify all the elements required and the degree of achievement necessary to secure particular scores. It is well worth consulting the rubrics to understand exactly what is expected of you in each evaluation.

Grade Determination:

Evaluation Grading Scale *Total Points 100*				
96 - 100	A		77 - 79	C+
90 - 95	A-		74 - 76	C
87 - 89	B+		70 - 73	D
84 - 86	B		0 - 69	F
80 - 83	B-			

Tentative Course Outline

Session	Topic	Readings	Due
Week 1: 1/12	Introduction		1/16 Mini biography
Week 2: 1/19	*Current Trends and Issues*	*Evans Chapters 1 & 2*	1/23 Professional Development Reflection

Week 3: 1/26	*Policy and Planning*	*Evans Chapter 3*	
Week 4: 2/2	*Selection Process*	*Evans Chapters 4 & 5*	2/6 Article Summary 1
Week 5: 2/9	*Serials & Other Electronic Materials*	*Evans Chapters 6 & 7*	
Week 6: 2/16	*Grey Matter & Audiovisual Materials*	*Evans Chapters 8 & 9*	2/20 Article Summary 2
Week 7: 2/23	*Acquisitions Process*	*Evans Chapters 10 & 11*	*2/25 - 2/26 1st class weekend*
Week 8: 3/2	*Budgets and Money*	*Evans Chapter 12*	
Week 9: 3/9	*Collection Management 1: Evaluation and Deselection*	*Evans Chapter 13 & 14*	3/13 Interview Report *Midterm Grades*
Week 10: 3/16	*Collection Management 2: Resource Sharing*	*Evans Chapter 15*	
Week 11: 3/23	*Spring Break*		
Week 12 3/30	*Intellectual Freedom & Censorship*	*Evans Chapter 18*	4/3 Research Paper
Week 13 4/6	*Preservation & Maintenance*	*Evans Chapter 16*	
Week 14 4/13	*Promotion and Outreach*	*Readings*	
Week 15 4/20	*Changing Landscape 1: Legal Issues*	*Evans Chapter 18*	
Week 16 4/27	*Changing Landscape 2 - Future of Collection Development*		*4/29 - 4/30 2nd weekend* Collection Assessment Report
Week 17 5/4			

Class Grading Policy

All work must be submitted as required on or before the due date. No late work will be accepted. All submitted work must reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content should reflect original thinking, logic, and careful analysis. The works of others must be properly credited, and all submitted work should be written in a scholarly style and formatted in APA style (sixth edition) where appropriate.

Class Attendance Policy

Students are expected to attend all online class sessions (if scheduled) and participate each week in online discussions, as appropriate. Students who are unable to attend online class meetings may, with the instructor's prior permission, review the session on Blackboard and submit a short summary of the class content to the instructor. Any unexcused absence will lower a student's overall grade by half a letter grade for every one hour of class missed. Students who have more than 4 unexcused hours will fail the class. Excused absences must be arranged in advance with the instructor. In the case of an emergency, please contact the instructor as soon as possible.

SLIM Attendance Policy

Students must attend all face-to-face classes.

SLIM Grading Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula 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 placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses. When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. 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. If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation 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, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grading 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

Academic dishonesty, a basis for disciplinary action, 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, or for any components or requirements of that course. Departments, schools, and colleges may have provisions for more severe penalties. 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