

Course Objectives:

Students will demonstrate an understanding of the following:

1. Exercise strategic planning, problem solving, and decision-making skills as applied to actual library collections management
2. The development process surrounding collection development policies and ethical guidelines
3. Compare acquisitions methods and guidelines
4. Demonstrate familiarity with online tools used in collection development and analysis
5. Understand the importance of selection, de-selection, weeding, and the like
6. Develop an appreciation for the role(s) of stakeholders in collection development, building, and management
7. Identify the related issues affecting the profession of librarianship and vendor services

Palmer School Program Goals and Student Learning Outcomes Adapted for this Course:**1. Foundations, Principles and Ethics of Library and Information Science:**

1A. Students will be able to explain and apply the foundations and principles of the library and information science professions. (*Ethics case study assignment – This is an e-portfolio assignment*)

1B. Students will be able to analyze policies and trends affecting libraries and information organizations and the profession. (*Collection policy essay assignment – This is a Best Work Piece*)

1C. Students will compare and contrast different types of collections and information centers. (*Collection policy essay assignment – this is an e-portfolio assignment*)

2. Description, Organization and Operation of Information and Information Systems:

2C. Students will search, retrieve, and synthesize information from a variety of systems and services. (*Selection tools assignment – This is an e-portfolio assignment*)

3. Information Services:

3A. Students will be able to evaluate, select, create, and use information resources, services, and programs to meet the needs of diverse user groups, including underserved populations

Outcomes Assessment (Sample rubrics at end of syllabus):

1.	Short Assignments	(Five reaction pieces)	50 %
2.	Individually-led Discussion	(Two)	20 %
3.	Collection Development Policy		20 %
5.	Instructor's subjective	(Details throughout)	10 %

Textbook and Readings:**Required text:**

Evans, G.E., and Saponaro, M.Z. (2012). *Collection Management Basics: 6th Edition*. Westport, CT: Libraries Unlimited.

NOTE: Earlier editions of this work would be just as useful, and likely far less expensive. Any edition would be acceptable for this class; however, keep in mind that different editions may have slight variations in Chapter titles. All topics covered in this course are addressed in all of the most recent editions. Feel free to rely on Index entries if Chapter titles seem unclear, since we use the text for informative/educational reading purposes only, not for specific assignment references.

Other required readings (to be itemized during class, via Blackboard, or as supplemental handouts to this syllabus)

- Professional scholarly journals
- Professional trade journals and magazines
- Management case studies

Other recommended readings (not required)*

- Disher, W. (2007 or 2014). *Crash Course in Collection Development*. 1st or 2nd Ed. Westport, CT: Libraries Unlimited.
- Gregory, V.L. (2011). *Collection Development and Management for 21st Century Library Collections: An Introduction*. New York: Neal-Schuman.
- Johnson, P. (2004 or 2013). *Fundamentals of Collection Development*. 1st or 2nd Ed. Chicago: ALA.

* Note that the titles above are all quite good, and some are slightly newer than our textbook. On the other hand, our specific text is considered much more of a “classic” and long-established work. The additional books listed here are also much more expensive and somewhat tougher to track down. If you happen to view collection development and management work as a key component of your career goals, I would encourage you to track down one or two of the additional titles for your own reference collection. You may also use any of the titles listed on this page as references for the assignments you may turn in, as an alternative to professional journal articles.

General Guidelines and N.B.

- All written assignments must be prepared using word processing software, 12 point type, and utilizing Times Roman font. Papers must be double-spaced, with approximately 1” margins. ***Overall appearance of submitted assignments will always be considered when grading, and points will be deducted for spelling and grammatical errors, and for lateness of submission.***
- Except when otherwise noted, APA Format must be followed for all written assignments. It is also expected that sources utilized for assignments and papers will be varied in format between print/non-print, and online/offline materials.
- Absences should be communicated to the instructor, either via telephone message or email, and it is up to the student to ensure that assignments are turned in on time. Late assignments will be handled in an appropriate manner.
- It is expected that students fully understand the gravity of copyright and plagiarism issues. Inappropriate activity in these areas will be handled accordingly.
- Students are expected to be able to locate research materials on their own, and to seek assistance when necessary. The facilities of the Long Island University Libraries, related online services, and local county library system Web sites, should suffice. It is expected that students already possess basic computer literacy skills and mastery of Internet and World Wide Web usage. Advice on continuing education and tutoring classes are available upon request.
- While instruction on computer applications will not be provided in class, nothing inordinate will be expected in order to complete assignments successfully. Students will be expected to develop basic competencies with online bibliographic systems on their own.
- Students are responsible for obtaining lecture notes for missed classes on their own. Both lecture and text content are covered by all assignments and tests.
- Appropriate standards of behavior are expected in terms of class protocol, and students are requested to practice good citizenship in this regard. The instructor reserves the right to handle all issues related to cooperation, online behavior, and in-class protocol in whatever manner appropriate.

New York State Education Department (NYSED) Regulations Breakdown

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus.

Expected Levels of Student Work as per NYSED Requirements: 150 hours

- 30 hours:** Class contact hours
(3 hrs. asynchronous contact meetings for 15 weeks)
- 60 hours:** Required readings, research, data collection
(approx. 10 weeks @ 6 hrs./wk.)
- 60 hours:** Written assignments, virtual assignments (Blackboard and online exercises), oral presentations, quizzes, etc.
(approx. 15 weeks @ 4 hrs./wk.)

<p><u>Overview of Course Content and Assignments</u></p>

(Further details and explanations will be provided in class. Copies of reference materials, assignment handouts, and scoring rubrics will be made available via the online class Blackboard site.)

Short Assignments (Five “Reaction Pieces”) - 50 points

Students will be given assignments that are designed to focus on the current issues and topics covered throughout the class. Various types of assignments will be required, such as: reflective essays; collection management exercises; policy-making discussions; reviews of ethics and vendor relations; etc. These assignments, when written, should be roughly 3-4 pages long, and, where appropriate, must include both bibliographic citation and professional observation. Each assignment will have more detailed instructions in the Blackboard files where they will be placed. *(Note: These materials will not be distributed ahead of time; rather, they will be distributed as the course progresses, to more organically reflect class discussions. Also, note that while each of these will only constitute 10 points, together they will comprise ½ of your final course grade.)*

Individually-led Discussions (Two) - 20 points

Each student will be expected, on two separate occasions, to virtually “lead” the class (via asynchronous Discussion Forums) in a review of a collection management topic. These discussions may be assigned by the instructor *or* chosen by the student, and will occur at different points of the semester.

Collection Development Policy (One) - 20 points

Students will be required to choose one of the following as their primary term assignment: (a.) compose a collection development policy of their own, for any hypothetical library or information center; or, (b.) complete an analysis of a collection development policy, either in a real work situation, or from a professional reading. Guidelines for either approach will be provided via class discussions.

Instructor’s Subjective - 10 points

It is important that students feel a part of the online class environment and participate in discussions accordingly. In both regular interactions with the course instructor, and via online discussions with other students in the class, students will be encouraged – and at times required – to contribute information and research materials. This will maximize the educational experience for everyone in the class. The instructor’s discretion will be used in noting and keeping track of participation, contributions, and ongoing communication.

(NOTE: All of the following reflects “two-week chunks of time.” During these “chunks,” assignments will always end up being due on the last day of that “chunk”– a Friday @ 5pm)

WEEKS 1 & 2 (*Jan. 22 – Feb. 2*)

An Overview of Information and Information Needs <i>(From Text: Chapters 1 & 2)</i>

- Overview: *The nature of library collections*
- Overview: *Methods of collection maintenance*
- Overview: *Assessing user needs*

Review access to the following scholarly databases, via the Post Library web site:

- *Library and Information Science Source (Ebsco)*
- *ProQuest and ProQuest Research Library (ProQuest)*
- *ABI/Inform Global (ProQuest)*
- *ABI/Trade and Industry (ProQuest)*

Make sure you can access and navigate these particular databases okay. While many of the library’s online databases may be useful for this class, these ones in particular are appropriate for the work you will do in this course, and I will certainly expect most of your citations to come from here. **I always consider the source of scholarly journals utilized in class assignments as part of your grade. For this particular course, Web site articles are rarely, if ever, appropriate. Do not rely on them.** (Note appropriate rubrics for this.)

Assignments for completion by end of Week 2 (**Feb. 2**):

- *Introduce yourself to the class and get to know everyone!*
 - *See Introduction thread in Discussion Boards*
 - *See Icebreaker thread in Discussion Boards*
- *Read Chapters 1 & 2 of text*

WEEKS 3 & 4 (*Feb. 5 – Feb. 16*)

Building Library Collections <i>(From Text: Chapters 3 & 4)</i>

- The nature of policy making
- Components of collection policies
- Selection techniques
- The role of stakeholders

Assignments for completion by end of Week 4 (**Feb. 16**):

- *Read Chapters 3 & 4*
- *Reaction Piece #1*
 - *See “Assignments For Submission” folder in the “Materials, Handouts, Assignments” section of Blackboard*

WEEKS 5 & 6 (Feb. 19 – Mar. 2)

<p>Information Providers (From Text: Chapters 5 & 11)</p>
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- Publisher operations
- Production and distribution of materials
- Information provision
- Vendor operations

Assignments for completion by end of Week 6 (**Mar. 2**):

- *Read Chapters 5 & 11*
- *Reaction Piece #2*
 - *See “Assignments For Submission” folder in the “Materials, Handouts, Assignments” section of Blackboard*

WEEKS 7, 8, & 9 (Mar. 5 – Mar. 23)

*****(Note that the week of Mar. 12 is Spring Break Week; take a spring break!)

<p>Serial Publications and Print vs. Electronic (From Text: Chapters 6, 7 & 9)</p>

- The nature of serial publications
- Types of serial publications
- The emergence of electronic publications
- Balancing print and electronic selections

Assignments for completion by end of Week 9 (**Mar. 23**):

- *Read Chapters 6 & 7*
- *Reaction Piece #3*
 - *See “Assignments For Submission” folder in the “Materials, Handouts, Assignments” section of Blackboard*

- *Individually-led Discussion #1*
 - *See Discussion Board section of Blackboard*

WEEKS 10 & 11 (Mar. 26 – Apr. 6)

Non-print Materials and Collection Maintenance
(From Text: Chapters 10 & 13)

- Selecting non-print materials
- The nature of acquisitions
- Ordering and procuring
- De-selecting vs. Weeding
- Establishing criteria for maintenance decisions

Assignments for completion by end of Week 11 (**Apr. 6**):

- *Read Chapters 9, 10, & 13*
- *Reaction Piece #4*
 - *See “Assignments For Submission” folder in the “Materials, Handouts, Assignments” section of Blackboard*

WEEKS 12 & 13 (Apr. 9 – Apr. 20)

Collection Assessment and Networking
(From Text: Chapters 14 & 15)

- Collection-centered decisions
- User-centered decisions
- The nature of resource sharing
- Methods of resource sharing

Assignments for completion by end of Week 13 (**Apr. 20**):

- *Read Chapters 14 & 15*
- *Individually-led Discussion #2*
 - *See Discussion Board section of Blackboard*
- *Reaction Piece #5*
 - *See “Assignments For Submission” folder in the “Materials, Handouts, Assignments” section of Blackboard*

WEEKS 14 & 15 (Apr. 23 – May 4)

<p style="text-align: center;">Regulations <i>(From Text: Chapters 16 & 17)</i></p>
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- Preservation and Conservation
- Insurance
- Copyright limitations
- Contractual compliance

Assignments for completion by end of Week 15 (**May 4**):

- *Read Chapters 16 & 17*
- *Collection Development Policy*

One more note: *The week-by-week guidelines above are primarily topic-based, and correspond to the general themes of the reaction piece assignments as aligned with the text. You may think of the text primarily as a reading resource and as a source for the reaction pieces. Other handouts available in the Blackboard classroom provide guidelines for the assignments themselves, as well as additional lists of online resources which may be of use to you in supplementing the text.*

Rubric: Essays and Papers

Criteria (Weight)	Evaluation (<i>farthest to right checked box = points assigned</i>)					
	Excellent = 3-4		Good = 2-3		Poor = 0-1	
	Quality		Quality		Quality	
Grammar and Writing Style (4 points)	Proper grammar, syntax, & spelling; good sentence and paragraph structure; prof'l appearance		Basic spelling accuracy; good use of grammar and syntax; slightly professional appearance		Many spelling errors; inconsistent grammar or syntax; poor paragraph structure; unprof'l appearance	
Timeliness and Currency (4 points)	Selection of topic appropriate to class; citations are current; accurate factual comments		Selection of topic appropriate to class; some current citations; accurate factual statements		Topic not relevant; lack of citations; inaccurate statements	
Integration of Articles in Discussion (4 points)	Outside scholarly articles cited; discussion is integrated		Outside scholarly articles cited; discussion not integrated		No outside scholarly articles cited; discussion not integrated	
Clarity of Exposition (4 points)	Points made are clear, make sense, and are logical; includes reflection in exposition; facts are interpreted not just stated		Points made but not interpreted; very little reflection; facts primarily just stated and not explained		No clear point or message in writing; no reflection or interpretation; no substantive facts	
Accuracy of Statements Made (4 points)	Comments made are supported empirically; no false claims; no misinterpretations		Some confusion in understanding but not detrimental; lack of understanding but no false claims		Writing is "wandering" and not focused; little to no empirical grounding; many false comments	
Adherence to Guidelines (4 points)	All guidelines in syllabus followed accurately		Most guidelines in syllabus followed accurately		Few guidelines in syllabus followed accurately	
Proper Usage of Scholarly Sources and Citations (4 points)	Appropriate citations included (both topically and proper sources); in-text citations accurate; works or references cited page is APA		Most but not all citations accurate and appropriate; cited works mentioned but not all formatted properly		Few if any scholarly citations included; lack of in-text citations; lack of cited references	
Overall Appearance (max of 2 points)	Professional appearance, neatness, formatting, adherence to guidelines (<i>2 points</i>)		Acceptable in appearance; could be neater or presented in a more business-like fashion (<i>1 point</i>)		Generally not professional in appearance; pages damaged, not collated; not adhering to guidelines (<i>0 points</i>)	
Overall						
Final Score						

Rubric: Lab Exercises

Criteria (Weight)	Evaluation (farthest to right checked box = points assigned)					
	Excellent = 6-7		Good = 3-5		Poor = 0-2	
	Quality		Quality		Quality	
Proper Structure of Data Records (25%)	All records are structured properly; or all index/search criteria are structured properly		Many records are structured properly; or many index/search criteria are structured properly		Few to no records are structured properly; or few to no index/search criteria are structured properly	
Proper Content of Data Records (25%)	All content entered into records following standards; or all index/search criteria follow standards		Much content entered into records following standards; or much index/search criteria follow standards		Little to no content entered into records following standards; or few to no index/search criteria follow standards	
	Excellent = 4		Good = 2-3		Poor = 0-1	
Correct Use of Coding or Commands (12.5%)	Data or Boolean structures are fully intact; proper phrasing used throughout		Data or Boolean structures are generally intact; proper phrasing used occasionally		Few, if any, Data or Boolean structures are intact; little evidence of proper phrasing	
Adherence to Formatting and Representation Standards (12.5%)	Most to all cataloging representation is correct; or most to all search indices and index limiters are used correctly		Much, but not all, cataloging representation is correct; or some, but not all, search indices and index limiters are used correctly		Little, if any, cataloging representation is correct; or few, if any search indices or index limiters used correctly	
Explication and discussion used where necessary (12.5%)	Discussion and/or interpretation of assignment presentation is included where appropriate		Some discussion and/or interpretation is offered where appropriate		Little, if any, discussion offered; only output data is included	
Organization and Appearance (12.5%)	High degree of neatness and professionalism; few writing errors		Average degree of neatness and professionalism; some writing errors		Low degree of neatness and professionalism; many writing errors	
Overall						
Final Score						