LIS 524.EXW - Developing General and Specialized Collections
COURSE SYLLABUS: Fall 2012 – 2nd SubTerm

Instructor: Susan Andrews
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Optional and Supplementary resources:

ALA’s Workbook for Selection Policy Writing
http://www.alan.org/Template.cfm?Section=dealing&Template=/ContentManagement/ContentDisplay.cfm&ContentID=11173

AASL Essential Links: Resources for School Library Program Development – Collection Development - General


Along with the information in these online course materials and the Bishop text, you will be required to access supplementary reading materials. These include:

- online resources for writing reviews, examples of collection development/selection policies;
- journal articles accessible via Texas A&M University-Commerce’s e-journals and website; and
- guidelines for evaluating Web-based resources
Course Description:
This course is designed as an introduction to principles and practices in selecting print and non-print media for school library programs and evaluating media for children and young adults. Included are discussions of weeding, censorship, school community analysis, and school library standards.

Student Learning Outcomes:
1. The student will acquire an understanding of the school library collection development process.
2. The student will learn to evaluate a library collection based on the current school community and curriculum and other factors.
3. The student will recognize, evaluate, and use standard selection aids and review processes, including print, non-print, and networked resources for all types of library materials/resources.
4. The student will acquire an understanding of how to manage censorship, challenged materials, and copyright issues as they relate to local school district policies.
5. The student will acquire knowledge about ordering and processing library materials, including the budget fundamentals.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
This class will incorporate active learning techniques and will require a high level of student participation. There will be a small portion of lecture, but class will revolve around threaded discussions allowing for the exchange of ideas and formulation of questions related to the processes of collection development and management, as well as eleven assignments. Classmates will reply to at least TWO postings each week to create an on-line discussion that expands on the topic(s) and assignments. The instructor will read all postings and will occasionally jump into the conversation. Since the discussions will be based on each week’s assigned readings and assignments, it is important that you complete the reading and assignments so that you will be an informed participant in the discussions. The questions listed under Discussion, below, will be a starting point for the threaded discussions. Currently there are no required synchronous online times. This course will be delivered completely online via eCollege. THIS IS NOT A SELF PACED COURSE!!!!

TECHNOLOGY REQUIREMENTS

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform. The following technological resources will be required.

• Access to a computer with Internet access (high-speed preferred)
• Document Productivity Software (Microsoft Office preferred)
• Please submit all written assignments in WORD or WORKS (required)

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas
A&M University-Commerce. To get started with the course, go to: https://leo.tamucommerce.edu/login.aspx.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Please use MyLeo email accounts in this course. If you use other email, you may miss important announcements or information.

**ACCESS AND NAVIGATION**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. Contact information for individual departments is available by navigating the information on the university web page (www.tamucommerce.edu). Phone numbers are available by clicking on “Contact Us” link at the bottom left corner of the university web main page. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903.886.5520 (Martha Moore, Educational Leadership department secretary) between the hours of 8:00 am and 5:00 pm, Monday through Friday.

**Accessing Library Databases & Tutorials:**

To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: http://www.tamu-commerce.edu/library not from within eCollege.

Currently enrolled students wanting to access databases from abroad:
1. Install the VPN client software from: https://vpn.tamu-commerce.edu.
2. Open the installed VPN application and enter personal login information as follows:
   - **Login:** student\(\)your CWID) (Example: student\12345678)
   - **Password:** (enter your myLeo password)
   - **NOTE:** The Library databases do not always play well with Internet Explorer 9, so you may want to access them with other browsers like Mozilla Firefox or Google Chrome.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

The best way to contact me is via email since I check it daily. A reply will be sent within 12 hours (depending upon the time your message was received). Please limit phone calls to urgent situations.
Another way to interact with me is through a “Virtual Office” that I will set up. It will be under course home and the hours will be the same as my office hours. However, if you want to be assured of my presence, please set up a time/appointment with me in advance.

A “Class Lounge” will also be set up allowing a space for connecting and chatting with your classmates. This space is not limited to discussion about the class. It can be used for socializing. Keep in mind that the rules of Netiquette (“Netiquette”) will still be in force in this space, as well as in any communication in this class.

Periodically review (a) updated announcements in eCollege for updated information pertaining to this course, and (b) check your university e-mail account frequently.

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### COURSE AND UNIVERSITY PROCEDURES/POLICIES

#### Course Specific Procedures:

**Assignment policy:**

1. All assignments (unless otherwise specified) are placed in the dropbox under the correct unit number. Assignments graded in the drop box are automatically posted in the grade book.
2. Read graded assignments for comments. If you make a low score, you can correct the assignment and resubmit it to improve your score. All corrections must be made within a week of receiving your grade.
3. Font should be black and something like Arial, Times New Roman, Verdana, etc. – nothing too fancy or intricate.

**Citizenship:** All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (see Students Guide Handbook, Policies and Procedures, Conduct).

**Courtesy:** It is my belief that if we call ourselves professionals, then we should act accordingly. I would ask you to keep this in mind as you participate in class. Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other’s learning.

**Late Work:** All assignments are due on the date assigned.

**Plagarism:** Plagiarism WILL NOT BE TOLERATED and will result in an automatic “F” for the course. Various versions of your work and papers may be run through TurnItIn software to verify authorship authenticity, as well as to assist you in seeing possible areas that might be unintentionally plagiarized and allow for editing your work.

**Scholarly Expectations:** All work submitted for credit must be original works created by you—the scholar—for this class setting. All work that is created by another that you use in your work must be cited appropriately. You may use any style guide (Chicago, Turabian, APA, MLA, etc.) with which you are familiar, providing there is consistency within each assignment. It is my expectation that any work you produce for this class be of high quality and represent the skills and behaviors of an excellent academic scholar demonstrating passion for the field.
Spelling and grammar: Please don’t be offended if I mark up occasional misspellings or grammatical errors on your papers. I am a little compulsive about that sort of thing and can’t help myself. I will not subtract points, except if a profusion of errors results in a less than professional product.

Dropping the Class: At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades: Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu  
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

Proposed Class Schedule:

Hot Tip O’ The Week:

Once during the semester, a student will bring in one “tip” for the rest of the class. This could be a great website, a resource, a professional book, a great technique you saw in class, etc. Bottom line--something that people can’t live without! In a brief message (a space will be set up
for this tips), share your tip.

WEEK 1 - Introduction to the Course; Outline of Collection Development; Selection Criteria

Getting to know you – Put the following information in the Threaded Discussion by Oct. 30:

**Name:** Indicate what you would like to be called when we talk. This is especially important if the name you wish to be called differs from the name on your course registration. If you’re listed as Melanie, but you prefer Dawn (your middle name), you need to tell us. We won’t know if you don’t tell us. Tell the class where you are from, the title of your favorite book or movie, or what you like to do on Sundays.

**Experience in Education:** How many years (optional)? Doing what? What age students?

**Current Job, If Any:** Be sure to let me know if you are not working in a school. It doesn’t make the course impossible, but adjustments will need to be made.

**DISCUSSION:**

What are the basic issues/concerns in collection development?

What questions should be addressed in examining collection development models?

Why should a library consider having a written collection development policy?

What functions does such a policy perform?

What are the essential parts of a collection development policy?

Can you suggest additional content that has not appeared in the policies you have examined?

What criteria can be used in selection and which are most important?

Is it possible for selection to be a truly objective process?

**READ:**

Chapters 1-2 plus 4-6 of the Bishop textbook, and:

1. ALA/ACRL (July 2009). Information for Choice Reviewers (one page):
   
   [http://www.ala.org/acrl/choice/reviewers](http://www.ala.org/acrl/choice/reviewers)

2. Booklist Online. Submitting Review Material to Booklist (look at What to send, and Selection Policy)
   

http://www.libraryjournal.com/csp/cms/sites/LJ/SubmitToLJ/TitlesForReview.csp

4. School Library Journal. For Reviewers (look at the various checklists)

http://www.schoollibraryjournal.com/csp/cms/sites/SLJ/Info/forreviewers.csp

ASSIGNMENT:

1. Journal Articles –

View Gee Library presentation on accessing information through online databases. [This presentation will cover accessing journal articles related to school library material selection/collection development issues and reviews of K-12 materials in recommended selection tools.]

PURPOSES:

a) to acquaint students with current issues/topics related to school library collection development,
b) to have students apply database searching techniques to find journal articles related to school library material selection/collection development issues and
c) to have students apply database searching techniques to find reviews of K-12 materials in recommended selection tools

A. Locate journal articles with topics/issues related to collection development in a school media center.

B. Read and summarize an article. Prepare a reaction as to how you would use this information, whether you agree or disagree, etc. Your total response should be one to two pages with a complete bibliographic entry at the top of the page.

2. Choose a print or non-print resource (not a reference area source) that would be suitable for use in a K-12 school library media center. Evaluate the source based on selection criteria discussed in class and from your readings.

3. Critique of Collection Management Policies. Each student will be directed to obtain a copy of a Collection Management Policy from an existing library. The contents of the policy will then be evaluated according to its (a) organization and ease of use, (b) thoroughness and appropriateness of sections, and (c) usefulness in furthering the given library’s collection building agenda. The discussion of each policy should consist of a minimum of 350 words.

4. Choose one book from list of: Challenged or Censored Books. You will need to have this book read for the Week 5 assignment.

LM_NET Subscription and review:

This national discussion service initiated by Eisenberg and Millbury has grown to become the key sources for addressing common issues in school library media center management. Subscribe to this service and monitor the discussion for one month. Begin this subscription by the first weekend of class. Bring topics of interest to be discussed in
our discussions and/or make a list to discuss when we discuss trends near the end of the course.
http://lmnet.wordpress.com/subscribe/

WEEK 2 - Selection Tools for Books; Selection Tools for Serials and Non-print Materials and Government Documents

DISCUSSION:

How is the selection of virtual or electronic resources alike or different from selection processes for print or other non-print materials?

What are the professional selection tools that support both physical and virtual collections?

What makes a "good" review?

READ:

Chapters 7-8 of the Bishop textbook.

ASSIGNMENT:

1. Choose 2 books, 1 fiction and 1 nonfiction for evaluation (not a reference area source) that would be suitable for use in a K-12 school library media center.

   A. Write reviews.

   B. Prepare a one-page evaluation including the source title, audience level, purchasing information (such as ISBN or ISSN, price, etc). Include reviews from three selection tools.

NOTE: Not acceptable as sources of reviews are databases such as Children's Literature Comprehensive Database, Children's Books in Print, Book Review Digest Plus, and other tertiary databases that do not provide complete citations to reviews in journals or do not provide Persistent (retrievable) URLs for the reviews. Also not acceptable is your listing as a “review” any article that simply lists the books that have won a certain award or a bibliography of resources with brief book descriptions instead of individual reviews. Such bibliographies do not review items, but just annotate them. That is not a review. Locate the actual reviews in the professional journals and cite the complete bibliographical information for the sources. You must learn to cite the complete bibliographic information for items and must have the Persistent URLs for the reviews or articles of in-print, recommended materials you locate in the Library’s online databases on the books and materials you include in your assignments or discussion forum postings. All review citations for items in the project bibliographies must come from the SJSU Library online databases and not from your local library or from personal or your local library’s subscriptions to journals.
2. Evaluation of Materials Exercise. Select one particular type of library (e.g., elementary school, K-12 - if you are currently at a school, as a teacher or librarian, feel free to use your school's library as your model) and then select three items appropriate to that setting. These items can be any combination of media formats: audiovisual/multimedia, microcomputer software, website. Please do not use print/ebooks since they are in assignment #1 for this week. Be sure to cite reviews (at least one journal review per title—provide full bibliographic citation and note whether the overall assessment is "positive" or "negative" in tone), selective bibliographies, awards, etc., useful in helping you, the evaluator, come to a decision as to whether or not to include the item in question in your library.

WEEK 3 - Collection Analysis; Community Analysis; Collaborative Planning

DISCUSSION:

What are the significant research findings that can be considered when you plan to evaluate your library's collection?

Which particular evaluation method do you think will work best for you? Why?

How will the increasing emphasis on access and electronic resources impact the use of evaluation methods?

What methods can be used for community analysis?

What type of information would you want?

How do objectives of school libraries affect collection development and management?

READ:

Chapters 3, 12, and 14 of the Bishop textbook.

ASSIGNMENT:

1. You will write a community analysis and needs statement for your school library. Include: Type of school library; amounts and sources of funding; size of collection; number and type of staff; the specific community that the library serves (demographic/census information); the library’s mission, the school's mission; and a broader community that the library serves. You may use the school analysis information checklist (p. 21) in the Bishop textbook, if you want.

2. You will conduct a random sample of your collection and report on your findings. You will gather factual data about the collection that you can use to communicate with administrators, teachers, and the public.
WEEK 4 - Acquisition with Budget and Collection Maintenance (incl. weeding); Marketing

Yes, I know that this is Thanksgiving week, but this is a very short course. – Sorry.

DISCUSSION:

Developing budgets for the acquisition of materials and resources is central for collection improvement and maintenance.

What are the challenges for generating income to support library collections?

What are some alternative sources of funding?

What arguments would be most persuasive for budget reallocation in a school library?

How are electronic resources impacting the acquisitions process?

What are the ethical considerations in the librarian-vendor-publisher relationship?

Why are we discussing marketing with acquisitions and budgeting?

What kind of marketing of collections should librarians be doing?

What is weeding and why do we have to do it?

What are some challenges to weeding?

READ:

Chapters 9-11 and 16 of the Bishop textbook.

ASSIGNMENT:

Good news! Only one assignment this week, since it is a short week.

HAPPY THANKSGIVING!

1. Annual Report Critiques:

Most school library school librarians will tell you they do not provide an annual report to their principal or district. What a loss this is for them, their students, teachers, and programs! When constructed with meaningful information and understandable visuals, the annual report can help guide personal professional development and expand the resources for the school media program. This assignment contains two parts. First examine annual report exemplars and non-exemplars in eCollege. Take notes on what components you see and find valuable and what you don’t like. Then, write a brief reflection listing the types of data you wish to include in your own annual report along with a description of each. Think in terms of cooperative planning/teaching logs; evidence for school improvement plans; data that will help stakeholders visualize the essence of your program, staff and student technology trainings; special event flyers, etc. Consider who
and how you will share the document. Will you present it to your principal, the Board, fellow teachers, students, and parents, etc.? Your paper should include support for these selections from professional literature you access and/or class discussion with citations.

WEEK 5 - Copyright and Censorship/Intellectual Freedom

DISCUSSION:

What are the overarching ethical issues that impact collection in schools?

How are intellectual freedom and student rights to information balanced with community values to make a collection accessible to all students?

What policies are necessary to protect accessibility of information for students?

What are the arguments in favor of censorship? Intellectual freedom?

READ:

Chapters 13 and 15 in the Bishop textbook.

Freedom to Read Statement from American Library Association
http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomtoreadstatement.pdf

Library Bill of Rights Statement from American Library Association
http://www.ala.org/advocacy/intfreedom/librarybill

http://www.nytimes.com/2007/02/18/books/18newb.html?ex=1329454800&en=0abee84c6d8ad9f4&ei=5088

http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=8&hid=120&sid=2e88ea ce-b99d-44a7-8aa3-78a86dd10d51%40sessionmgr113

http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&hid=22&sid=af4c2162-660d-49b6-a650-6f3d18b26ad9%40sessionmgr4

ASSIGNMENT:

1. Review the book that you chose the first week from the: Challenged and Censored Books list. Model the review on those found in such journals as: Booklist, Publishers Weekly, School Library Journal, etc. The write tree to five paragraphs about what the
reasons were for banning/challenging the book; one incident of where the book was challenged and by whom; did you like the book plus reasons for yes or no answer; did the book offend you – if so, why; and, would you recommend this book to a child, teen, or adult – why or why not?

2. Write a weeding policy for your library.

WEEK 6 - Trends and the Future

READ:

http://ehis.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&hid=22&sid=8ff9dd0c-dc98-4298-b8b0-81f41e5a3501%40sessionmgr4

DISCUSSION:

What are the current trends in publishing?

How is the increasing impact of electronic resources effecting publishers, libraries, and users?

ASSIGNMENT:

1. Identify three trends or developments that you foresee in collection development and write a paragraph about each. What is it? Do you see it as positive or negative? Do you think that it will affect your library specifically?

WEEK 7 – Finals week

The final lesson will provide us with an opportunity to experience the full selection and acquisition cycle—a collection development plan. Using your library or your dream library, you will identify goals and measurable outcomes.

ASSIGNMENT:

You will use the information you have assembled from all the previous lessons and assignments to create a Collection Development Plan. You can use your library or your dream library.

Syllabus changes: The instructor reserves the right to make changes to this syllabus and schedule. Nothing in this syllabus may be construed as a contract.
Grading
Students will receive higher grades if he/she:

- responds to classmates’ comments and questions
- reference/cites comments specifically to the professional literature (texts, supplemental reading, additional relevant materials located by the student)
- relates meaningfully to the issue addressed
- raises an area of inquiry or an issue in a clear manner for further discussion or debate
- recommends a resource which helps a fellow student gain more understanding on an issue or topic
- summarizes information as evidence that either validates (supports) or suggests a different perspective (counters) and the information is referenced; such information may or may not agree with the student’s personal opinion;
- initiates discussions by posting new questions or raising alternative viewpoints on issues helps others in class find meaning and relevance to the issues and information raised
- the instructor will use subjective judgment and the eCollege statistics to determine the extent of the student's contributions to class.

Further grading information TBD.