# UNIVERSITY OF KENTUCKY
## SCHOOL OF INFORMATION SCIENCE

## COLLECTION DEVELOPMENT
### *ONLINE VIA CANVAS*
### *LIS659.220 – SUMMER II 2017*
### *JUNE 9 – AUGUST 3, 2017*

## **Course Syllabus**

### Instructor
Stephanie D. Reynolds, Ph.D.
333 Little Library Building (Bldg. #224)
E-mail: stephanie.reynolds@uky.edu
(e-mail is preferred contact method)
Office Phone: (859) 257-5894

### Office Hours
Summer hours are by
appointment.

**Dr. Reynolds's** Website

### Course Description
Intellectual and administrative aspects of building, maintaining and evaluating library collections. Topics include: library cooperation; national standards; the writing and implementation of collection policies; strategies of selection and evaluation; contemporary publishing and the book trade.

### The student successfully completing this course will be able to:
1. Define and successfully carry out the roles and responsibilities of a librarian in collection development and management.
2. Understand historical, contemporary, and emerging trends and issues in society, education, and government to collection development practices.
3. Locate and use appropriate research and professional resources in collection development and management.
4. Apply appropriate policies and procedures for collection development and management.
5. Develop and use a collection development policy, both for collection and for challenges.
6. Practice collaborative resource development and management within library and community.
7. Develop a collection that meets the needs of learning and the needs and interests of patrons and learners.

### Course Outline
- Selection & Assessment
- Acquisitions
- Access, Cooperation Efforts, Share Collections
- Preservation & Special Collections

**Required Course Text**
Albitz, B., Avery, C., & Zabel, D. (2014). *Rethinking Collection Development and Management*. Santa Barbara, CA: Libraries Unlimited. (ISBN: 978-1-61069-305-9); e-book (ISBN: 978-1-61069-306-6). https://www.amazon.com/Rethinking-Collection-Development-Management-Albitz/dp/1610693051

**Please see the course webpage for Recommended Course Texts.**

## STUDENT EVALUATION

**Grading of Course Work (200 points total)**
- **Graded Discussion** (70 points)
- **Personal Statement** (10 points)
- **Professional Development & Networking Resources** (15 points)
- **Collection Development Policy Evaluation** (15 points)
- **Challenge Response** (15 points)
- **Final Project** (75 points)

**Grading Scale**

| Percentage | Final Grade |
|---|---|
| 90% and above | A |
| 80% – 89% | B |
| 70% – 79% | C |
| 60% – 69% | D |
| 0% – 59% | E |

**Grading Guidelines**
I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must communicate with me within one week (7 days) of receiving the grade.
Once that one-week period has passed, the grade will not be changed under any circumstances. When you communicate with me regarding a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received. Grades will not be rounded up at the end of the semester, so please do not ask me to do so. If you earned a 79.5%, then you have a "C" in the course. You should consider this course as you would a job. If you are late for work, you will lose your job. If you do poorly on a work project, you will not be allowed to redo it. Decide what grade you want to earn and create a plan to make it happen - NOW.

## COURSE EXPECTATIONS

### Participation
Participation in the Graded Discussion Boards is an important component of your grade and requires regular engagement in each session's discussion (for summer semesters, sessions are 4 days). Please see Discussion Board Guidelines under Course Assignments on page 6 below for complete instructions. The Guidelines are also provided in Canvas. Your discussion posts must be substantive and thoughtful, but not essays. I encourage you to complete your discussion posts in Word (or other application) and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work. Late work will not be accepted without prior approval.

### Communication with Dr. Reynolds
*Ask Three, Then Me*
I receive e-mails every day from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, BEFORE e-mailing me, please follow these steps:

1. Consult the class schedule and/or syllabus.
2. Check Canvas.
3. Confer with three classmates.

If you still don't know the answer to your question, you may e-mail me, but you may be directed back to one of the 3 options above.

For questions that do not pertain to the class at large, please use Canvas email to communicate with me. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. It is each student's responsibility to be certain that all course communications (e.g., Announcements, Discussion posts, and e-mails) are read in a timely manner. Please do not expect a response to questions relating to assignments on the day that they are due. Plan ahead!

Additionally, use your emails and other correspondence as an opportunity to practice good communication skills! All correspondence must include an appropriate greeting (e.g., "Hello, Dr. Reynolds), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible. Students failing to comply will be reminded only once.

**Submission of Course Projects**
IMPORTANT: All work is to be submitted electronically via Canvas by **11:59 PM ET** on the dates as indicated on the Course Schedule. Projects are **not** accepted via email. Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Microsoft Office and other software is available for free download. Please see https://download.uky.edu/ and http://wiki.uky.edu/software/Wiki%20Pages/Home.aspx.

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (http://www.uky.edu/AS/English/wc/). Proper citations/references are always required; this includes picture books, novels, and other materials. APA (6th edition) formatting is required for citations (in-text citations, bibliographies and Works Cited). Please proof your work and ask someone else to as well.

**Late Work**
It is expected that you will submit course work on time. However, life happens. "Normal" life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, you need to let me know at least 3 days *before* the due date. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval.** If you are consistently late, you may be advised to withdraw from class.

## ACADEMIC STANDARDS

**Academic Integrity**
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism. (http://www.uky.edu/StudentAffairs/Code/part2.html)

**Disability Accommodation**
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**Incompletes**
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2

<u>**TECHNOLOGY INFORMATION & RESOURCES**</u>

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Please see the online guide to supported operating systems and browsers: http://bit.ly/TDkqwy. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf).

**Information Technology Customer Service Center (UKIT)**
http://www.uky.edu/ukit/techtips/students; 859-257-1300
**Information on Distance Learning Library Services** http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
- Local phone number: 859-257-0500, x2171; Out of area: 800-828-0439 (option #6)
- DL Interlibrary Loan Service: http://libraries.uky.edu/IL

## UK ACADEMIC RESOURCES FOR STUDENT ASSISTANCE

**Presentation U! Peer Tutoring**
Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit http://www.uky.edu/presentationU/ for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment.

**Presentation U! Academic Coaching**
Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit http://www.uky.edu/presentationU/academic-coaching to view our drop-in schedule or make an appointment. For questions about Presentation U! services, please contact Rachael Deel at Rachael.deel@uky.edu.

**The Study**
The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations: The Study South and The Study North. And this year, The Study North will be open Sundays, 4pm-10pm! Check out a complete list of subjects we tutor and the full schedule, as well as more information about the other services: http://www.uky.edu/AE. Summer hours may vary; please check the website.

# COURSE ASSIGNMENTS

**Course Schedule**
Please see the course page on Dr. Reynolds's website and the course homepage in Canvas.

**Graded Discussion Board Guidelines**
Class participation is an important component of your total grade. In an online class, each session's class discussion takes the place of the face-to-face class meeting. Face-to-face classes meet two and half hours per week; thus, you should expect to spend the same amount of time participating in the online discussion, coming to the discussion prepared just as you would come to class prepared by having completed the reading of all course material required for each session on the day the session begins.

Discussion takes place throughout each 4-day session, but you will lose points if all participation is on the last day of the session. For each session, questions and small assignments will be

provided by the instructor (you will have the these ahead of time). Your responses to these questions and small assignments must be substantive and thoughtful, but they are not to be essays (excessively lengthy posts may be deleted). Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas.

Each session's discussion is worth 5 points. You will earn 1.5 points for each response to the instructor's posted questions and assignments. You will earn half a point for each substantive response to classmates' posts up to a total of 2 points; thus, you must have 4 substantive posts. Poorly written posts (i.e., proper grammar, punctuation, and spelling) will not earn credit. Partial credit will not be given. If more than two of your posts are on the last day, 1 point will be deducted from you total grade for the session. Thus, if you earned 5 points for the session, but most or all of your posts are on the last day, your grade for the session will drop to a 4. Please do not think that each point is not important — a 4 is equivalent to 80%.

**Evaluation Criteria:** Completeness and thoughtfulness of responses which demonstrate respect for other points of view, and evidence of comprehension of the textbooks and other readings. Engagement with the course material, other students, and the instructor.
**Learning Outcomes:** A greater understanding of the larger scope of collection development and related library polices, which will facilitate the successful completion of the course assignments.

## Assignments & Semester Projects

### 1) Personal Statement
For this assignment, you will begin by setting up a website that will include all assignments, including the final project. You then will select what type of library (public, academic, school, or special) on which to base all work for the semester and select an appropriate library on which to base the remaining assignments. Please notify the instructor of your selection. You will then construct a brief biographical statement introducing his/herself and then provide personal mission, vision, and goals as though they are responsible for collection development for their chosen library. You will post the link to your website to the assignment dropbox and then share your statement with the class at the beginning of the session in which it is due.

### 2) Professional Development & Networking Resources
For this assignment, you will review websites, listservs, blogs, and other online professional communities to compile a list of 10 resources for professional development. For each, you will demonstrate the appropriateness of each resource for their chosen library and connect their choices to their mission, vision, and goals. You will post the link to your webpage for this assignment to the dropbox and then share your statement with the class at the beginning of the session in which it is due.

**3) Collection Development Policy Evaluation**
Select a collection development policy currently in use at a library of your choice and evaluate this policy against the American Library Association's collection development policy criteria. You will revise the policy, which will be posted to your website. Though a bit dated, consider these guidelines. You will then write a reflective statement summarizing the changes and share your statement with the class at the beginning of the session in which it is due. You will post the link to your webpage for this assignment to the dropbox.

**4) Challenge Response**
Using the resources on the ALA Office of Intellectual Freedom website, locate a recent book challenge (the Twitter and Facebook pages are also good for locating challenges) and write a response using the OIF's Challenge Support resources. Your response should be 600-800 words. You will post the link to your webpage for this assignment to the dropbox and share your response with the class at the beginning of the session in which it is due.

**5) Final Course Project**
You will identify and evaluate 10 items from the library collection of your choice that you believe should be weeded. Using the library's collection development and weeding policy as well as the course text and other readings, you will write a justification for why each item should be weeded and locate a replacement item. To your website, you will post an annotated bibliography that includes both the weeded items and the replacements.
A culminating reflective statement is to include appropriate Program Learning Outcomes (see p. 8-11). You will post the link to your webpage for this assignment to the dropbox and then share your statement with the class at the beginning of the session in which it is due.