Syllabus

School of Library & Information Science
University of Kentucky

LIS 659: Collection Development
Fall 2012

Instructor: Thomas H. Patterson
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(no calls after 7:00PM Central Time please)
LIS Office Telephone: 859-257-8876

Email: thomas.patterson@uky.edu

The best way to communicate with me is via e-mail

Communication: E-mail is the easiest way to communicate with me outside of the classroom. When you need to contact me, do not use the e-mail functions within our Blackboard classroom, but rather write me at thomas.patterson@uky.edu. Generally speaking you should receive a response from me within 24 hours, weekends and holidays included. When e-mailing, it is essential that you sign your complete name. As I reside in Wisconsin, I am not available on campus.

Office Hours: Virtually and 24/7/365 as needed. When needed, we can use e-mail to make an appointment for a telephone chat at your convenience.

Technical Support: The UKIT Service Desk provides technical support for Blackboard classes. Please direct all technical and access problems to them at: 859-218-HELP (859–218–4357) or e-mail: helpdesk@uky.edu. Be sure to look at the Blackboard Wiki at:

Additional technical support is available at 859–218–4357.
Technology can and will fail. You must maintain backup copies of all of your work as a safeguard and as a continuing record for subsequent program requirements.
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.

Format and Approach: LIS 659 is an introductory course in taught entirely online using the Blackboard platform. It offers a blend of the theoretical and practical while emphasizing the practical aspects of collection management in public and academic libraries and the digital environment that is transforming the way libraries operate. The aim is to provide a basic solid grounding in collection management as practiced today.

As defined by ODLIS (Online Dictionary for Library and Information Science) collection development is: “The process of planning and building a useful and balanced collection of library materials over a period of years, based on an ongoing assessment of the information needs of the library’s clientele, analysis of usage statistics, and demographic projections, normally constrained by budgetary limitations. Collection development includes the formulation of selection criteria, planning for resource sharing, and replacement of lost and damaged items, as well as routine selection and deselection decisions.”

The course will operate asynchronously on a weekly basis with a new week beginning each Monday morning and concluding at midnight the following Sunday evening. We do not meet all together at a specific time each week. You may “come to class” to participate and do your work at whatever time you wish during the week on the days you prefer. However, the week’s assigned work (i.e., readings, conference participation, written assignments, etc., must be completed before each week ends. The course Calendar, located in the Documents area, lays out the entire course week–by–week, clearly indicating when all readings, discussions, and written assignments are due, along with the time frame for the exam periods.

Texts:


Please acquire a copy of the texts as soon as possible. Copies can be purchased directly from the publisher.

Facet titles are distributed in the US by Neal-Schuman, an imprint of ALA: [http://www.neal-schuman.com/](http://www.neal-schuman.com/) Telephone: 866-672-6657. E-mail: info@neal-schuman.com


Texts are also generally available at cheaper prices through such sources as: Amazon.com; Alibris.com; Abebooks.com; Barnesandnoble.com; E-Bay.com; Biblio.com; Half.com; Bookfinder.com; Valorebooks.com; AddALL.com., etc. When ordering be sure to select the correct edition.

**Requirements:** Students will complete the Introductory Assignment and a research paper. A description of the research paper assignment is provided in a separate assignment file in the Course Documents area. There will be midterm and final examinations based on assigned readings and classroom discussions. Participation will comprise 15% of the final grade.

**Grading Rubric:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B+</td>
<td>89 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 70</td>
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<tr>
<td>E</td>
<td>0 – 69</td>
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</tbody>
</table>

**Final Grade Determination:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Introductory Assign</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
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</tbody>
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100%

**Participation:** 20% percent of the final course grade (15 points out of 100) is based upon active classroom involvement in discussion conferences throughout the term. It entails making your presence known at least several times a week by posting your reactions to readings, asking questions,
responding to my questions, providing substantive comments on the postings of others, and submitting all assignments on time.

You are expected to respond fully and thoughtfully to all of the questions I pose in the weekly discussion conferences. In addition, you should contribute 2 to 3 original postings of your own and comment on the postings of at least 2 other students in these conferences. This would give you a respectable, though not necessarily a perfect, score for participation.

Participation will be graded on a curve at the end of the term. The more you contribute in class the higher your participation grade. You can determine how active you are vis-à-vis your classmates by browsing through the first couple of discussion conferences and noting the frequency and substance of the postings. A weak participation score will almost certainly reduce your final course grade by at least one letter grade.

**Grading Considerations:**

- Points will be deducted when instructions are not followed.
- Late work will not be accepted. See **Beware** below.
- Critical thought is important. I seek evidence that you understand what we have covered in class and have combined this insight with your own experiences and ideas. Little is to be gained from merely paraphrasing what the textbook has to say.
- The quality of writing is a major factor. See **Written Assignments** below. I am talking here about formal assignments submitted for grading. In e-mail exchanges and conference postings we can be more informal and chat as we might in person.

**Beware:** In distance education there is a tendency to develop an “out of sight, out of mind” habit because there are no set times for class. **Beware** of this. Late work will not be accepted, and there are no provisions for extra credit. When the week ends each Sunday night the opportunity for completing that week’s work has passed. This is graduate school, and I will not track you down in cyberspace.

**Examinations:** The exams will be administered in our electronic classroom and will be unproctored. The exam periods are indicated in the separate Course Calendar. Specific times will be announced later, and you will have at least two choices of exam times/dates. You do not have to register for them and they are “open book.” See Examination Information in the Course Documents area for details. The exams will consist of several brief identification questions and one or two essay questions. The emphasis
will be upon critical thought and demonstrating a sound understanding of concepts, issues, ideas, and trends rather than factual recall. The Final Exam will cover the entire course with an emphasis upon the second half of the term.

**Written Assignments:** Clarity, format, tone, organization, spelling, grammar, and writing style have a significant bearing on your grade. I expect you to use proper English grammar, spelling, and punctuation. This includes the use of complete sentences with all words spelled out fully. Be sure to note Write Right in the Course Documents area, as these guidelines will be used in grading your formal written work.

If you suspect you are not the best writer, ask a friend to critique your work before submitting it. The UK Writing Center in Young Library is a great place to look into: (859–257–1368) [http://www.uky.edu/IRPE/ie/SAC5thYearReport/Exhibits/5Core%20Requirement%202.10/Writing%20Center%2020University%20of%20Kentucky%29.html](http://www.uky.edu/IRPE/ie/SAC5thYearReport/Exhibits/5Core%20Requirement%202.10/Writing%20Center%2020University%20of%20Kentucky%29.html). And, if you are an off-campus distance student, look for the writing center at a nearby university and give it a try.

Written assignments call for formal bibliographic citations to document the resources consulted. In such cases follow either the *MLA Handbook for Writers of Research Papers* (7th ed.) OR the *Publication Manual of the American Psychological Association* (6th ed.). Links to online assistance for both style systems are available in the Webliography. If you have questions about a citation, let me know before submitting your work. When sending me files via e-mail use the following.

**Academic Integrity:** As detailed in Senate Regulation 6.3.1: “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 a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” All outside sources consulted for coursework should be properly documented. Please review the University’s plagiarism policies at:

[http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf](http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf)
[http://www.uky.edu/Ombud/Plagiarism.pdf](http://www.uky.edu/Ombud/Plagiarism.pdf)
[http://www.uky.edu/StudentAffairs/Code/part1.html](http://www.uky.edu/StudentAffairs/Code/part1.html)
Final Grade of Incomplete: Requests for an Incomplete (the grade of I) will be considered within University guidelines and only in exceptional circumstances. See section 5.1.3.2

http://www.uky.edu/Faculty/Senate/rules_regulations/Rules20Versions/MASTER20RULES20from20February2012_clean.pdf

Absences: As this is an asynchronous online course with no requirement to be “in class” at specific times, absenteeism should not be a problem. A student who does not participate for an entire week is considered absent. Absenteeism, unless excused as detailed by Senate Regulation 5.2.4.2:

(http://www.uky.edu/StudentAffairs/Code/Section20V.pdf)

is not an excuse for missing deadlines and not completing coursework as scheduled.

Disability Accommodation: If you have a documented disability that requires accommodation, please let me know as soon as possible. You will need to register with the Disability Resource Center (Room 2, Alumni Gym, 859–257–2754; jkarnes@uky.edu) and provide me with a Letter of Accommodation. You may also visit www.uky.edu/drc for information on how to register for services as a student with a disability.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P–12 school and university classrooms. Reflection will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations.
The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of the Syllabus with the Themes of Diversity
Assessment and Technology: All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Final Considerations:
I hope you enjoy the course – that you find it challenging, thought-provoking, and informative. Above all, I hope it gives you new ideas and that you learn from it. Feedback on your progress is essential for your success, and I encourage you to alert me to those features of the course that are helping or hindering your understanding. Your input on the effectiveness of class activities and experiences is strongly encouraged. And, remember that any criticism that you give or receive should be constructive. In our classroom discussions and e-mail communication the best practices, of Letitia Baldrige and Miss Manners should be our guide.