

**UNIVERSITY OF KENTUCKY**  
SCHOOL OF INFORMATION SCIENCE

**COLLECTION DEVELOPMENT**

DELIVERED ONLINE VIA CANVAS

LIS659.201 – SPRING 2020

JANUARY 15 – MAY 8, 2020

**Instructor Information**

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Virtual Meetings Available by Appointment  
Canvas e-mail is preferred

**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 and Assessment
- Acquisitions
- Access, Cooperation Efforts, and Shared Collection:
- Preservation and 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).

Please see the [course webpage](#) for Recommended Course Texts.

## STUDENT EVALUATION

### Assignments (200 points total)

- **Participation (weekly small group discussion):** 40% of total course grade
  - **Discussion:** 16 sessions; 5 points each; 80 points total
- **Course Projects (see pp. 6-7 for due dates):** 60% of total course grade
  - **Collection Development Job Assessment:** 5 points; due January 28<sup>th</sup>
  - **Collection Development Toolkit:** 10 points
  - **Collection Development Policy Evaluation:** 15 points
  - **Collection Development Librarian Interview:** 10 points
  - **Challenge Response:** 10 points
  - **Weeding Assessment Project:** 70 points

### Grading Scale

Percentage	Final Grade
90% and above	A
80% – 89%	B
70% – 79%	C
0% – 69%	E

*Note that the Graduate School considers a grade below a C a failing grade.*

### Grading Guidelines

I operate with the 24/7 rule. This means that when a graded assignment is returned, 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 review the feedback provided and the rubric, as well as carefully compare your work with the assignment. You must communicate with me within one 7 days of receiving the grade. After 7 days have 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 higher grade.

## COURSE EXPECTATIONS

### Participation

Participation in the Graded Discussion Boards is a vital component of your grade and requires regular engagement in each session's discussion and the book evaluation discussion. Please see Discussion Board Guidelines under Course Participation 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.

### Communicating 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.

For questions that do not pertain to the class at large, please use Canvas email to communicate with me; grading related questions should always be sent to me via email. 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, though I will always try to respond. 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.

### **Submission of Course Projects**

All work is to be submitted via Canvas upload by **11:59 PM ET** on the dates indicated on the Course Schedule and in Canvas (work may not be submitted via email). More details about each assignment can be found in the Assignments section in Canvas, where all assignments will be submitted. Assignments 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; visit <https://download.uky.edu/>. Papers must be written in 12-point Times New Roman or Candara and be formatted using the Document Template provided in Canvas.

### **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 2 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 the course.

## 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>)

## **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.

## **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC), which coordinates campus disability services available to students with disabilities. The DRC (<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>) is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them at (859) 257-2754 or email at [drc@uky.edu](mailto:drc@uky.edu). Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at <https://ci.uky.edu/sis/sites/default/files/policies.pdf>.

## **TECHNOLOGY INFORMATION & RESOURCES**

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. Chrome is the recommended browser on both PCs and Macs. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, contact the IT Customer Service Center (UKIT): (859) 218-4357 or <http://www.uky.edu/UKIT/>.

**Library Services & Distance Learning Services** are vital for distance education students. You can find out more at <http://www.uky.edu/Libraries/DLLS> or contact Carla Cantagallo, DL Librarian, at (859) 218-1240 or [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu). DL Interlibrary Loan Services can be accessed at [http://libraries.uky.edu/page.php?lweb\\_id=8&ltab\\_id=702](http://libraries.uky.edu/page.php?lweb_id=8&ltab_id=702). For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>. The School of Information Science has a page with a comprehensive list of technology resources at <http://ci.uky.edu/sis/students/techtips>.

## **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you need special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

## Course Participation

Participation within the Group Discussion Boards is a vital component of your grade and requires regular engagement in each Session's discussion. Participation is measured by your contributions to the online discussions during each Session. For an A grade, students must answer each of the posted questions in a timely manner (this means before midsession) and respond to a minimum of four posts by group mates. Less participation will lower the grade. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Late work will not be accepted without prior approval.

Discussion takes place throughout each 7-day session. For each session, there are discussion questions (you will have these ahead of time), which may include short assignments, as well as journal article or book evaluations to complete. Your responses to these questions and to evaluations must be substantive and thoughtful, but they are not to be essays. Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas. This can be a hard habit to develop, but I have lost my work – it's not fun!

Each session's discussion is worth 5 points and is 40% of your final grade. Poorly written posts (i.e., poor syntax, spelling, or punctuation) will not earn credit. If participation (original posts and well as responses) are on the last day of the session, points will be deducted. Why? Because everyone's voice matters! Please see the rubric in Canvas for details. 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.

## Course Schedule

*Note that additional self-selected readings will be included in some weekly discussions.*

### **Session 1 (1/15 - 1/21): Introduction to Publishing & Policy**

- Course textbook: Introduction; Chapters 1-2

### **Session 2 (1/22 - 1/28): Selection & Assessment**

- Course textbook: Chapters 3-4
- Collection Development Job Assessment due by January 27<sup>th</sup>

### **Session 3 (1/29 - 2/04): Weeding Frenzy**

- Course textbook: Chapters 5-6

### **Session 4 (2/05 – 2/11): Education Matters**

- Course textbook: Chapters 7

### **Session 5 (2/12 - 2/18): Introduction to Acquisitions**

- Course textbook: Chapters 8-9
- Collection Development Toolkit due by February 17<sup>th</sup>

### **Session 6 (2/19 - 2/25): Why Public Libraries Can't Have Everything**

- Course textbook: Chapters 10

### **Session 7 (2/26 - 3/03): Academic Acquisitions**

- Course textbook: Chapters 11-12
- Collection Development Policy Evaluation due by March 2<sup>nd</sup>

### **Session 8 (3/04 - 3/10): Leasing & the DIY World**

- Course textbook: Chapters 13-15

### **Session 9 (3/11 - 3/24): It's an Instant Gratification World**

*encompasses Spring Break during which no work is expected*

- Course textbook: Chapters 16-18
- Collection Development Librarian Interview due by March 23<sup>rd</sup>

**\*\*SPRING BREAK: March 16<sup>th</sup> - March 20<sup>th</sup>\*\***

### **Session 10 (3/25 - 3/31): The Love/Hate World of Cataloging**

- Course textbook: Chapters 19-20

### **Session 11 (4/01 - 4/07): It's All About Access**

- Course textbook: Chapters 21-22

### **Session 12 (4/08 - 4/14): If They Float Away, Do They Come Back?**

- Course textbook: Chapters 23-25
- Challenge Response due by April 13<sup>th</sup>

### **Session 13 (4/15 - 4/21): Collection Development Life: The Messy Bits**

- Course textbook: Chapters 26-27

### **Session 14 (4/22 - 4/28): Preservation Life: Print & Digital**

- Course textbook: Chapters 28-29

### **Session 15 (04/29 - 5/05): Looking Forward: The Course & Beyond**

- Weeding Assessment Project due by May 4<sup>th</sup>