Syllabus

University of Kentucky
School of Library & Information Science (SLIS)

LIS 659: Collection Development

Fall 2015
26 August – 18 December 2015

Instructor: Thomas H. Patterson
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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: Distance learning students are expected to have a minimum level of technological acumen and readily available technological resources. Students must have regular access to a computer with a reliable Internet connection. You will find a great deal of helpful technical information available on the Link Blue and Blackboard Web sites.

As your instructor, I am your first go-to person for technology issues that you encounter. If you need more immediate assistance, please contact UKIT. However, I am merely the instructor for Collection Development, not a technology guru. 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:

http://wiki.uky.edu/blackboard/Wiki%20Pages/Home.aspx

Remember: **technology can and will fail**. It is only a matter of time. You <u>must</u> maintain backup copies of all of 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 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 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. You may "come to class" to participate and do your work at whatever time you wish during each week on the days you prefer. However, the week's assigned work (i.e., readings, conference participation, written assignments, etc.), must be completed before the 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:

1. Fieldhouse, Maggie and Audrey Marshall, eds. *Collection Development in the Digital Age.* London: Facet. 2012. ISBN: 978-1-85604-746-3

2. Evans, G. Edward and Margaret Zarnosky Saponaro. *Collection Management Basics*. 6th ed. Santa Barbara, CA: Libraries Unlimited, 2012. ISBN: 978-1-59884-864-9 (also available in hardback)

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.alastore.ala.org/** Telephone: 866-Shop ALA. E-mail: **alastore@ala.org**

Libraries Unlimited: **http://www.abc-clio.com/LibrariesUnlimited.aspx** Telephone: 800-368-6868 (& press 3). E-mail: **CustomerService@abc-clio.com**

Texts are 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:

A	=	90 –100	Exceptional
B+	=	89 – 80	High
C+	=	79 – 70	Average
E	=	0 – 69	Failing

Final Grade Determination:

Introductory Assignment	5%
Research Paper	25%
Participation	10%
Midterm exam	30%
Final exam	30%
	100%

Participation: 10% percent of the final course grade (10 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 most of the questions I pose in the weekly discussion conferences. In addition, you should contribute 1 or 2 original postings of your own, while commenting 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 <u>graded on a curve</u> at the end of the term. The more active you are in class the higher your participation grade. This is not intended to be a competition, however. The goal is for you to be an active, regular participate in class discussions and develop your own unique course "presence." You can determine how active you are vis-à-vis your classmates by browsing through the discussion conferences from time to time 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 textbooks have 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, though the use of complete sentences with all words spelled out fully is strongly encouraged!

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. Guard against this. Distance learning courses require self-discipline, commitment, and patience.

Since technological issues can and will occur, do not wait until the last minute to work on your assignments.

Late work will not be accepted, and there are no provisions for extra credit. When a class week concludes each Sunday night the opportunity for completing that week's work has passed.

Examinations: The exams will be administered within our electronic classroom and will be unproctored. The exam periods are indicated in the separate course Calendar. 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.

Calendar & Assignments: The entire course, including exam periods and due dates for assignments, is laid out in the separate course Calendar located in the Assignments area of our electronic classroom. Be sure to become thoroughly familiar with it, and print it out for reference on "Day 1."

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. 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 Robert E. Hemenway Writing Center in Young Library is a great place to look into: (859-257-1368) **http://wrd.as.uky.edu/writing-center**. (e-mail: **judithgprats@uky.edu**)

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 in our classroom. If you have questions about a tricky citation, let me know before submitting your work.

When sending me files via e-mail use the following name convention: last name, course #, & name of assignment or paper, separated by periods. Thus, Catherine the Great would label her file for the midterm exam: **great.659.midterm**. Consistency in this will save us all problems in exchanging, saving, sorting, and opening files.

UK Library Distance Learning Services:
William T. Young Library, North Wing, 2nd Floor
Telephone: 859·218·1240
Email: **dllservice@lsv.uky.edu**

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
        (see 6.3.1"Plagiarism")
http://www.uky.edu/Ombud/Plagiarism.pdf

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/Rules%20Ve rsions/MASTER%20RULES%20from%20February%202012_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. However, 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/Section%20V.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 (Suite 407, Multidisciplinary Science Building, Rose St. & Huguelet Drive, 725 Rose Street) 859-257-2754; **dtbeac1@uky.edu**) and provide me with a Letter of Accommodation. You may also visit **http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/** for information on how to register for services as a student with a disability.

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.

Netiquette: In our classroom discussions, postings, and e-mail exchanges the best practices of Letitia Baldrige, Virginia Shea, and Miss Manners should be our guide. See: **http://www.albion.com/netiquette/corerules.html**

Final Considerations:
My aim is to encourage you to think critically, entertain new ideas, broaden your horizons a bit, perhaps change your mind about a few things, and keep

me on my toes! Above all, I hope our course will be informative and enjoyable – that you find it challenging, thought-provoking, and even fun.

And, as we go along I want you to let me know about any aspects of the course that may be giving you trouble or any concerns you might have. Your input on the effectiveness of class activities and experiences is strongly encouraged and will be appreciated.