

Course Syllabus

 Edit

East Carolina University

College of Education

Department of Interdisciplinary Professions

Master of Library Science Program

<https://education.ecu.edu/idp/library-science-masters/>  (<https://education.ecu.edu/idp/library-science-masters/>)

LIBS 6048 (3 s.h.)

Collection Development

Fall 2023

Laura Mangum

Teaching Assistant Professor

Instructor Information

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Email: mangumL19@ecu.edu (<mailto:mangumL19@ecu.edu>). My goal is to respond to emails within 24 hours, Monday – Friday. Email will not be checked from 5 p.m. on Friday until Monday morning.

Virtual Office Hours: Tuesday 10:00am – 12:30pm and Thursday 10:00am – 12:30pm. I am available other times as well for appointments. Students are welcomed to email me to request a time to meet.

I acknowledge the Tuscarora people, who are the traditional custodians of the land on which I work and live, and recognize their continuing connection to the land, water, and air that Greenville consumes. I pay respect to eight recognized tribes; Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of Saponi, Sappony, and Waccamaw-Siouan, all Nations, and their elders past, present, and emerging. I also acknowledge the enslaved peoples who worked and died on these lands, and their descendants.

This course will be taught in Canvas <https://canvas.ecu.edu/>  (<https://canvas.ecu.edu/>).

Student guides and videos are available at <https://canvas.ecu.edu/student-guides/>  (<https://canvas.ecu.edu/student-guides/>).

Canvas offers 24/7 support through chat, phone, and ticket.


Text,

Required text(s)

**Objectives,
& Standards**

- Saponaro, M.Z. & Evans, G.E., (2019). *Collection management basics* (7th ed.). Libraries Unlimited. 978-1-4408-5964-9 (Pbk).

The textbook is also available through Joyner Library's E-Textbooks. To access, go to this link

<https://lib.ecu.edu/alt-texts>  (<https://lib.ecu.edu/alt-texts>) and search for the course or book title.

You can also find it by searching the catalog of Joyner Library.

Student Learning Outcomes

Course Objectives:

- Analyze the service community of a library to determine the needs of the library collection.
- Evaluate collection development policies for best practices, currency, and/or weakness.
- Formulate collection development policies.
- Develop a broad understanding of the modern principles of collecting: community analysis, collection evaluation, quality assessment, and quality control.
- Demonstrate the use of these principles in different types of materials and digital resources.
- Demonstrate knowledge of library issues involved in collection management, including copyright, preservation, privacy, sharing, censorship, diversity, and intellectual freedom.

ECU MLS Program goal for this course:

Objective 4: "Select, acquire, develop, and manage collections to meet the lifelong learning needs of diverse groups in various library settings."

ALA's Core Competencies of Librarianship 

https://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/2022%20ALA%20Core%20Competences%20of%20Librarianship_FINAL.pdf

aligned to course objectives (The competences reflect basic knowledge gained through LIS education, job on-boarding, and ongoing professional development early in a library career).

2. Information Resources

- 2A. Consider the issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use, in relationship to material format and genre.
- 2B. Apply the concepts, issues, and methods of collection management, which entails the lifecycle of materials from evaluation to long-term preservation and other curative practices (including but not limited to acquisitions, selection, purchasing, processing, storage, and de-selection).
- 2C. Include emerging formats and genres of information resources and understand how these may intersect with and reflect the diverse and cultural needs of the information communities through the management of collections.

Standards

This course meets the following ACRL Standards for Academic Libraries in Higher Education, 2018.

<http://www.ala.org/acrl/standards/standardslibraries> ↗ (<http://www.ala.org/acrl/standards/standardslibraries>)

Principal 5. Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.

This course meets the following [AASL Standards for Libraries](https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf) ↗ (<https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf>) (2018),

III. Include. A. Think: The school library supports balanced perspectives through resources and learning opportunities by: 3. Providing a comprehensive variety of resources.

III. Include. B. Create: The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.

IV. Curate B. Create: The school library promotes selection of appropriate resources and tools for information use by: 3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection. 4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges.

IV. Curate D. Grow: The school library engages the learning community in exploring resources by: 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies. 4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.

This course meets the following [North Carolina Public Library Standards](https://statelibrary.ncdcr.gov/services-libraries/resources-library-staff/public-library-standards) ↗ (<https://statelibrary.ncdcr.gov/services-libraries/resources-library-staff/public-library-standards>):

Sustainable organization: Policies: Outcome 5: The library develops transparent policies representative of sound management practices to ensure efficient and effective library operations.

Center for Knowledge and Lifelong Learning: Collections: Outcome 6: The library develops a Collections Management Plan and maintains collection practices that ensure collections are frequently reviewed and updated to reflect the diverse needs of all community members.

Evaluation System

Assignment Descriptions:

Quizzes - Quizzes are to check for students' understanding of the material. Quizzes can include the textbook, additional readings, and videos.

Assignments - These are submissions with the purpose of checking-in to make sure students are on the right track for the major projects.

Discussion boards - Students respond to discussion board prompts about a variety of topics.

Projects – Projects allow students to practice and demonstrate their knowledge gleaned from this course. Projects will be supported by assignments, help documents, and video chat Q & A sessions with the instructor.

Extensions and late assignments/projects policy:

Every student can request an extension, without penalty, on any graded work. Each extension is for three days. To request an extension email the professor before the deadline of the due date, which is typically 11:59 p.m. or 8:00 a.m. No explanation is necessary when requesting an extension. After the extension due date, assignments will be considered late and follow the late policy.

Late policy: 10% will be deducted for each day an assignment or project is late. After five days the assignment grade will cap at 50. Meaning 50 will be the highest score available. The assignment will be assessed as normal, which could result in a grade lower than 50.

Assignments (25%) (including Discussion Boards)

Quizzes (15%)

Projects (60%)

- Project 1: Community Analysis
- Project 2: Collection Development Policies Evaluation
- Project 3: Evaluation of Collection
- Project 4: Rebuilding the Collection **Artifact**

Scoring for assignments will be based on the following criteria:

- Adherence to assignment instructions and requirements as outlined on the rubric.
- Detailed, concise, and logical presentation of information that addresses the assignment requirements and grading rubric components.

- Use of resource materials to justify responses with appropriate APA citations and references.
- Compositional style and use of appropriate spelling, punctuation, grammar, and syntax.
- Submissions should demonstrate understanding of the subject matter, be clear and organized with relevant details, follow directions, contain substantiated evaluative commentary, and contain few typos or grammatical errors.
- Submission by due date.

The course grade is based on weighted percentages of assignment types as outlined above. Each assignment is graded on a 100-point scale.

Your grade and comments are viewable in Canvas. It is the responsibility of each graduate student to adhere to the course calendar and to organize themselves to complete all work accordingly.

Discussion Board Responses: Students are expected to read all the discussion board postings. A quality discussion response should follow an inquiry method, including identification of a central issue, taking a position on the issue, providing some evidence for your position, posing an open-ended question on the issue or topic, and offering constructive feedback.

Grades and Grading Scale

Final grades are based on the following scale. This course is based on weighted percentages of assignments and projects.

A=93.00-100 points: Superior performance. Student meets and exceeds course requirements and demonstrates the ability to integrate concepts covered in class sessions and readings. Student demonstrates superior ability to think logically and critically about foundations of instruction in the school library media program. Student work is rigorous, thoughtful and communicates ideas clearly and concisely.

B=85.00-92.99 points: Good performance. Student meets course requirements and demonstrates an understanding of concepts covered in class sessions and readings. Student communicates ideas clearly, but work is less rigorous, thoughtful, well-written, clear or concise than expected of a master's student.

C=77.00-84.99 points: Weak, but acceptable performance. Work is not creative and minimally meets objectives. Student written work is not rigorous, thoughtful, clear or concise, and/or lacks the constructs of standard written English.

F=Below 77 points: Poor performance. Student does not meet objectives. Assignments are poor quality and/or do not meet expectations for master's level work.

I=Incomplete: Indicates inability, for a reason beyond student's control, to complete course requirements by the end of the term in which the course is offered. The grade of "I" is given for a deficiency in the quantity of work done in a course, as opposed to quality of work done in a course. A student must have completed a substantial proportion of the course work and be passing the class. Students must request an incomplete.

W=Withdrawal from the course within the time period specified by the university.

** Please note, to receive maximum points (and to be graded as above proficient), students must communicate **well-written** and **well-organized** assignments and projects. Use spell check and a dictionary and thesaurus to help with word choice. Reread and revise your work. **Writing matters** and reflects on your ability to communicate your thoughts and ideas.**

Project You will choose one library to use for all the projects for this course.

Descriptions If you are currently working in a library:

- **Public and academic libraries:** You can select the library you are working in to use for all the projects OR you can select a different library. It is best to choose a library that matches your degree concentration so that you get the most value out of the projects. You will need to contact a collection development librarian, with an MLS degree, who works at the library for a point of contact. **It is important to make contact with this librarian early in the course to ensure you have what you need for projects #2 & #3.** If you choose not to use the library you are working in, then follow the instructions for "If you are not working in a library."
- This librarian will help you mainly with project #3-evaluation of the collection and possibly project #2- collection development policy evaluation.
- For project #2 you will need a copy of the library's collection development policy document, which may require the help of the collection development librarian.
- For project #3 you will need a shelf list of 100-200 consecutive library items (print, e-books, or digital resources {audiobooks, DVDs, etc.}) to evaluate and then rebuild for project #4. The librarian can help you select a section of the collection and provide a shelf list of these items.
- **School libraries:** If you are working in a school library and you choose to use your library for this course, you will be considered the collection development librarian, **but you will need to also contact a more experienced school librarian or the district lead librarian** who can help you with finding the district's collection development policies & procedures and who can help you run a shelf list for your collection from your circulation software.
- You will use the collection development policy document for your library and/or district for project #2. For most schools, the collection development policies are part of the School Board Policies, under policies for Instructional Materials.
- You will use your library collection for projects #3 & #4.

If you are not working in a library:

- Then you will need to find a library to work with for all your projects. It is best to choose a library that matches your degree concentration so that you get the most value out of the projects.
- You will need to contact a collection development librarian who works at the library for a point of contact. **It is important to make contact with this librarian early in the course to ensure you have what you need for projects #2 & #3.**
- This librarian will help you mainly with project #3-evaluation of the collection and possibly project #2- collection development policy evaluation.
- For project #2 you will need a copy of the library's collection development policy document which may require the help of the collection development librarian.

- For project #3 you will need a shelf list of 100-200 consecutive library items (print, digital, or e-books) to evaluate and then rebuild for project #4. The librarian can help you select a section of the collection (print, digital, or e-books) and provide a shelf list of these items.

Project #1: Community Analysis

“Effective collection development is based on reliable knowledge about the collection’s users” (Bishop, 2013, p. 21). For this project you will collect a variety of information to understand the community and the needs of users for the library you have chosen to evaluate for this semester. For more complete instructions, check the supporting documents module for this project in the Canvas course.

Project #2: Collection Development Policy Evaluation

For this project you will evaluate the major parts of the library’s collection development policies through the lens of best practices as described in the textbook, course materials, and other professional sources. You will also make suggestions for improvements. Some of the topics you will evaluate are selection & deselection, policies & procedures, and challenges to materials. You will need a copy of the library’s collection development policy document for the library you are evaluating.

Project #3: Evaluation of the Collection

For this project, you will evaluate the part of the collection that you will be rebuilding for project #4, by applying the techniques as specified in the project template and instructions. You will evaluate a part of the collection (print, digital, or e-books), selected in concert with the collection development librarian, and based on community analysis findings and observation/evaluation of the collection. Select a part of the collection that needs a major overhaul (print, digital, or e-books) and contains 100-200 items. You will want this range to have at least 100 items (print, digital, or e-books), but no more than 200 items. Complete the evaluation template that is provided, which will guide you through creating a report of your evaluation. You will find the project documents in the supporting documents module for project #3.

Project #4: Rebuilding the Collection **Artifact******

For Project #4, you will rebuild the section you chose to evaluate for project #3. For this project you will deselect items, identify new items for purchase, and explain your criteria for selecting items. Complete the project template that is provided. Follow the template’s directions. You will find the project documents in the supporting documents module for project #4. You will have the opportunity to make corrections to your project before uploading it to Taskstream.

Course	Students who are enrolled in the MLS program to receive a degree must upload to Taskstream the course artifact and complete the reflection questions, as well as submit the project as an assignment through Canvas. You will submit your artifact through both Canvas and Taskstream.
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Artifact & Taskstream	<p>The artifact will be graded in Canvas and will be evaluated in Taskstream for your MLS portfolio.</p> <p>The URL for Taskstream is https://login.taskstream.com/signon ↗ (https://login.taskstream.com/signon). Your Taskstream account is provided for you free of charge, with the proper access code. I will provide the code and password prior to the artifact's posting.</p>
Accommodations for a Student with a Disability	<p>East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services (DSS) https://accessibility.ecu.edu/students ↗ (https://accessibility.ecu.edu/students). Individuals in need of additional information or training should contact DSS at (252) 737-1016.</p>
Academic Integrity Statement	<p>Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work (quoted, noted, or used as examples) should be noted with an in-text citation and on a references page using APA format.</p> <p>Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.</p> <p>Students shall avoid all forms of academic dishonesty, including but not limited to:</p> <p>Collusion – students collaborating in the completion or production of course assignments submitted for credit. This does not preclude students from working together or assisting one another but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.</p> <p>Plagiarism – the use or nearly exact use of others' intellectual property without attribution and without enclosing the property in quotation marks or another identifying notation. Multiple and extended quotes or paraphrasing of another's intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work.</p> <p>Submitting work prepared for another course – do not submit in whole or part, assignments that have been prepared for another course.</p> <p>Any student suspected of violating ECU's Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available online. https://osrr.ecu.edu/policies-procedures/ ↗ (https://osrr.ecu.edu/policies-procedures/).</p> <p>Privacy: While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome. As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, information about supervisors or work situations) about themselves, their family members, or close friends.</p>
Technology Related Information	<p>The recommended browsers for using Canvas and other ECU applications are Google Chrome and Firefox.</p>

To successfully complete this course, you will be required to have access to and be able to effectively use personal computers, robust access to the Internet, Canvas functions, email, and video conferencing. Technical difficulties cannot be used as a reason for late assignments or missed deadlines. Information and assistance are available from the College of Education IT help desk <https://itcs.ecu.edu/> or [\(https://itcs.ecu.edu/\)](https://itcs.ecu.edu/) or [COE Tech Help Desk](https://coehelp.ecu.edu/helpdesk/WebObjects/Helpdesk.woa/wa/TicketActions/view?ticket=15042) [\(https://coehelp.ecu.edu/helpdesk/WebObjects/Helpdesk.woa/wa/TicketActions/view?ticket=15042.\)](https://coehelp.ecu.edu/helpdesk/WebObjects/Helpdesk.woa/wa/TicketActions/view?ticket=15042) Technical assistance and resources for using Canvas software are available on the Canvas sign in page.

Contingency Plan for Course Delivery in Case of Technical Challenges - I will use either the phone number or the non-ECU email address you provided on your application to deliver course information if the ECU email or Internet system fails for an extended period of time. Extreme emergencies resulting in wide scale electrical, phone outages will be dealt with as appropriate to the situation and following procedures determined by the university. **Please back up all your documents for this course!**

Technical difficulties cannot be used as a reason for late assignments or missed deadlines.

Attendance and Participation Expectations	<p>Students are required to participate in the work of this course as a precondition for receiving credit for the course. Students are expected to view all lectures and complete all reading assignments. Participation will be a criterion in determining a student's final grade in the course.</p>
Available Support Services and Resources	<p>Students in need of assistance with writing should contact the University Writing Center. https://writing.ecu.edu/uwc/ (https://writing.ecu.edu/uwc/)</p>
Netiquette	<p>Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:</p> <ul style="list-style-type: none"> • Begin with a salutation/end with your name. • Use appropriate grammar, spelling, capitalization, and syntax. • Avoid use of slang, IM lingo, and jargon. • When expressing a differing opinion, phrase your reply to focus on the message, not the messenger. • Private discussion of non-course information, activities, etc., should remain outside the course. • Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized in a collaborative setting.
Missed Instructional Time in the Event of a Disruption	<p>Making up missed instructional time in this course will follow ECU's Policy for Making Up Missed Instructional Time Due to Suspension of Instruction. (https://www.ecu.edu/prr/02/07/10)</p>

Weather/ Emergency Statement	University emergency information can be found on the ECU homepage or go to http://www.ecu.edu/alert ↗ (http://www.ecu.edu/alert) (Emergency hotline: (252) 328-0062)
Caveat for Syllabus Change	The instructor reserves the right to adjust the syllabus as necessary.