ISLT 7313 – Collection and Access Management
58844 (Section 1, 3 cu)

University of Missouri
School of Information Science & Learning Technologies
Spring 2017

Blended / Hybrid Mode: We meet five times in Townsend Hall 205 (Wed. Feb 8,
Feb 15, Mar 8, Mar 22, Apr 5, *5:30-6:30 p.m.*) and other weeks asynchronously in Canvas

CLASS DESCRIPTION
Selection of materials for libraries and information agencies, policies for collection management, freedom and diversity of information, access to information and evaluation of collections and access.

INSTRUCTOR INFORMATION
Name: Prof. Sarah Buchanan
E-mail: buchanans@missouri.edu
Phone: (573) 884-9487
Office Location: 221O Townsend Hall
Office Hours: Wednesdays 3-5 p.m.

COURSE OVERVIEW:
ISLT 7313 introduces students to the principles of managing collections in libraries and information institutions. From readings, guest lectures, and class discussions, students will emerge from this class with skilled knowledge about: building and budgeting for collection development, writing a collection development policy, conducting a community needs assessment, managing new acquisitions and their preservation, considerations for special collections and rare books, today's issues in scholarly communication, and evaluating collections in the context of technological change.

Prerequisite or co-requisite course(s) required or recommended:
None.

OBJECTIVES

LIS Student Learning Outcome http://sislt.missouri.edu/lis/#outcomes	Assignment
1. SLO1: Students apply knowledge of the foundations of the profession, including its history, ethical issues, values, and foundational principles of librarianship.	(A4) Oral presentation or written assignment on select censorship cases

2.	SLO2: Students manage the life cycle of informational resources, including information acquisition, management, dissemination, and preservation, in a variety of settings relevant to the work of information professionals.	**(A5) Collection Analysis** [Portfolio assignment 2/2] (A1) Graded discussions (A3) Acquisitions Exam
3.	SLO5: Students recognize and respond to diverse information needs and user groups and serve as advocates for lifelong learning.	**(A6) Collection Development Policy** [Portfolio assignment 1/2] (A2) Budget assignment in Excel

*NB: The two **bolded** assignments are recommended for LIS students completing an ePortfolio.*

Class Learning Objectives and Assignments:

1 (SLO2, SLO5): Students learn theory and methods of selection for different information environments and importance of collections that meet community needs.
- o *Assignments:* (A6) **Collection Development Policy**; (A3) Acquisitions Exam; (A1) Graded discussions.

2 (SLO2): Students learn collection evaluation techniques.
- o *Assignment:* (A5) **Collection Analysis**.

3 (SLO1): Students learn the history of censorship/first amendment cases, efforts at censorship and how to evaluate and defend books in a collection.
- o *Assignment:* (A4) Oral presentation or written assignment on select censorship cases.

4 (SLO2, SLO5): Students learn fundamentals of budgeting for collections.
- o *Assignment:* (A2) Budget assignment in Excel.

TECHNICAL RESOURCES

Online Course Access

You may access the course via http://courses.missouri.edu. Under login, select Canvas and enter your PawPrint. If you have difficulty logging in to the course or you do not see the course listed, please contact the *Mizzou IT Help Desk* at 573/882-5000.

Library Resources

Access to the MU Libraries will be critical to your academic success. You may access the MU Libraries' Distance Learners page at: http://libraryguides.missouri.edu/distance. Also note materials accessible via the Electronic Reserve System (E-Res): http://eres.missouri.edu.

Help Available

If you are having any technical difficulties (e.g., logging in, accessing the discussion board) please email helpdesk@missouri.edu or contact the *DoIT Help Desk* at 573/882-5000 (for out-of-area Mizzou Online students, toll-free at 866/241-5619).

Online Class Netiquette

Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an individual.

Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

FYI: Technologies Used On Occasion:
This class will be primarily driven by our five face-to-face meetings. We may, however, make irregular use of three technologies to supplement our learning and to collaborate with the Online sections of 7313, thus information is included below about ET@MO's Blackboard Collaborate, Tegrity, and MU Connect.

> *Blackboard Collaborate*

Blackboard Collaborate is a real-time, digital learning environment independent of a physical classroom. Students and instructors can participate in distance learning and collaboration regardless of their physical location using their own computer. Complete technical specifications including hardware and browser information is found [online]. To fully participate in a *Collaborate* session, we recommend using a headset with microphone for improved audio quality. A webcam is necessary for video. Many laptops already have built-in webcams so make sure you check before purchasing a webcam. Even if your laptop does have a built-in microphone you may still wish to purchase a headset.

> *Tegrity*

MU has implemented the Tegrity Lecture Capture System. The system allows us to record and distribute lectures and other audio and video recordings to you in a secure environment through Blackboard. Because we will be recording in the classroom, your questions or comments may be recorded. No material will be shared with individuals outside of your class, or faculty and staff who require access for support or specific academic purposes without your express permission.

You may watch recordings online, or download them for off-line viewing on your computer, smartphone, or media player. These recordings are jointly copyrighted by the Curators of the University of Missouri and your instructor. Posting them to another website, including YouTube, Facebook, BlipTV, or any other site without express, written permission may result in disciplinary action and possible civil prosecution.

> *MU Connect*

MU Connect is a scheduling component of the LMS (Canvas: learning management system) allowing instructors to arrange appointments with students and raise flags with academic advisors.

REQUIRED READINGS AND MATERIALS
Textbooks: *Fundamentals of Collection Development and Management*, by Peggy Johnson (3rd ed, ALA: 2014). (Also available for Kindles).
Additional Materials: Weekly readings are accessible on our Canvas course site.

GRADING SCALE

A	Grading standards for an A: achieve 90% or above on all graded work. Will include final grades of A- (90-92%, 175-181 points), A (93-97%, 182-190 points), and A+ (98-100%, 191-195 points).
B	Grading standards for a B: achieve between 80 and 89% on all graded work. Will include final grades of B- (80-82%, 156-161 points), B (83-86%, 162-169 points), and B+ (87-89%, 170-174 points).
C	Grading standards for a C: achieve between 70 and 79% or above on all graded work. Will include final grades of C- (70-72%, 136-140 points), C (73-76%, 141-148 points), and C+ (77-79%, 149-155 points).
F	An F will be given for a total percentage of 69% or below on all graded work. No Incompletes.
The grade of D is not awarded to graduate students. Points above are calculated before the Course Evaluation (required).	

Late Work Policy:

Late work will automatically be lowered by 25%. Assignments more than 3 days late will not be accepted unless **prior** arrangements have been made (this includes class attendance). If you have circumstances that affect your ability to complete assignments, please contact me **at least 3 days in advance** of the due date.

ASSIGNMENTS

Assignment	Week/Date Due (11:45 p.m.)	Points
Introduction & Survey	1: Jan 22	5
Discussion/Activity (8 of 16 weeks)	1: Jan 22	5 (A1 & cont.)
Discussion 2/Activity	3: Feb 5	5
Budget Assignment	3: Feb 5	25 (A2)
Class Participation (5 of 16 weeks)	4: Feb 8	5
Class 2 Participation	5: Feb 15	5
Discussion 3/Activity	6: Feb 26	5
Acquisitions Exam	6: Feb 26	25 (A3)
Discussion 4/Activity	7: Mar 5	5
Class 3 Participation	8: Mar 8	5
Discussion 5/Activity	9: Mar 19	5
Class 4 Participation	10: Mar 22	5
Censorship Presentations	10: Mar 22	25 (A4)
Class 5 Participation	12: Apr 5	5
Discussion 6/Activity	13: Apr 16	5
Collection Analysis	13: Apr 16	25 (A5)
Discussion 7/Activity	14: Apr 23	5

Discussion 8 Summative/Activity	15: Apr 30	5
Collection Development Policy	16: May 3	25 (A6)
Course Evaluation (required—points given upon 100% class completion)	16: May 4	5
		Total Points: 200

Assignment Submission Instructions:

Each written assignment must be submitted through the Canvas course site assignment system (accessible via the *Assignments* button on the Course Navigation Menu) by the date/time specified and using the file naming convention of assignmentname_lastname: e.g., assignment1_smith.rtf). All course assignments must be submitted as Rich Text Format, or RTF (one of the *Save As* options in your word processing program). Assignments will not be accepted via email.

Grading Criteria for Discussion Postings:

On weeks that include asynchronous discussion (all but our five F2F meetings), students are expected to spend quality time on the week's discussion. Reading other students' posts and conversing with classmates is important. Your original post should address the weekly discussion question(s). Your discussion question posts will be assessed using the following guidelines. Your original post(s) addressing the discussion questions should be made no later than Thursday at 11:45 p.m., *following* Wednesday's class time. Final graded posts commenting and reflecting upon the comments of your peers should be made no later than Sunday at 11:45 p.m. -- late postings will not be given credit (but you are still free to continue posting).

You are assessed based on the *quality* of your postings and not the *quantity*. The following rubric may help you understand what a quality discussion post includes.

Grading Criteria	Weekly Point Value
Meaningful and New Ideas: Examines topic and contributes to group	50% (2 pts)
Message Coherence: Messages explain issues, provide new perspectives, question, or elaborate on topic	25% (2 pts)
Replies to peers' posts: elaborate, contradict, modify, or explain the original message	25% (1 pt)

EXPECTATIONS

- **What to Expect from a Technology-Enhanced Course** - This course is designed to meet both face-to-face and virtually (hybrid / blended mode). It is essential that you access the course site Monday through Friday for course announcements, interacting with your small discussion group, submitting assignments, taking online quizzes, etc.

- **What the Instructors and Your Peers Expect from You** - By enrolling in this course, you have agreed to contribute to weekly discussions by accessing the Discussion Board regularly (2-3 times per week, Monday through Friday). This will require a team effort, with respect and help for each other, as we build a community of learners. We also expect that you will have a foundational understanding of Internet terms and functions. All general class correspondence should be submitted to the relevant Discussion Board forum; only personal or confidential matters should be directed to the instructor in email.
- **What You May Expect from the Instructor** - Monitor and facilitate class discussions (Monday through Friday), respond to private questions within 48 hours, provide timely feedback on written assignments and projects, and help build a learning community.

WEEKLY SCHEDULE

Your weekly expectations: Every week, you should expect to login to the course site no fewer than 2-3 times. Each week of the course will have a corresponding instructional unit (Canvas module) which includes your assigned reading(s), instructor commentary / lecture notes, and weekly discussion questions. You should complete your readings and review of the course commentary *before* posting answers/reflections to the discussion questions. In addition to posting your own original posting addressing the discussion question by the specified date, you must comment/reflect upon the postings of your peers by the close of the grading period.

Week	Lecture Topic & Readings	Activities
1: Jan 17 - 22	What is a collection? History of Libraries; Selection theory • Johnson, Ch 1	Introduction & Survey [ALA Midwinter, Jan 19-24]
2: Jan 23 – 29	Budgeting for collections • Johnson, Ch 3 (focus pp. 112-128)	
January 24	**Last day to add or change sections of 16-week course**	
3: Jan 30 – Feb 5	Collection Development Policies and Planning • Johnson, Ch 3 (focus pp. 91-112) • Sullivan, Michael. "Giving Them What They Want in Small Public Libraries." *Public Libraries* 39 (2000): 148-55. *Library Literature and Information Science Full-Text*. Web. • Moore, Kate B. "Are We There Yet? Moving to an E-Only Collection Development Policy for Books." *Serials Librarian* 68.1-4 (2015): 127-136. *Library, Information Science & Technology Abstracts with Full Text*. Web	Budget Assignment (Feb 5)
February 1	**University Scholarship Deadline**	

4: Feb 6 – 12	Selection for Communities • Reznowski, Gabriella. "American Libraries and Linguistic Diversity: Policies, Controversies and Ideological Fences." *Libri* 59 (2009): 155-65. *Academic Search Complete.* Web. • Westbrook, Lynn. "Analyzing Community Information Needs: A Holistic Approach." *Library Administration & Management* 14 (2000): 26-30. *Library Literature and Information Science Full-Text.* Web. • McCleer, Adriana. "Knowing Communities: A Review of Community Assessment Literature." *Public Library Quarterly* 32.3 (2013): 263-274. *Library, Information Science & Technology Abstracts with Full Text*. Web.	Townsend Hall 205 (first F2F mtg) Guest Speaker: Claudia Schoonover, Director, Missouri River Regional Library
5: Feb 13 – 19	Approaches to Selection: Acquisitions Systems, Approval Plans, PDA, Title Selection • Johnson, Ch 4 • Smith, A. Arro and Langenkamp, Stephanie. "Indexed Collection Budget Allocations." *Public Libraries* 46 (September/October 2007): 50-54. Education Full Text. Web.	Townsend Hall 205 Guest Speaker: Amy Lana, Collection Development Manager, GOBI Library Solutions
6: Feb 20 – 26	Other Selection Issues: Book review sources, Database Evaluation, Serials, Gifts • Johnson, Ch 4 continued • Thomas, Lisa Carlucci. "Subscriptions Are Us: Content, Access & Collections," *Journal of Web Librarianship* 6 (2012): 56-58. *Library, Information Science & Technology Abstracts (LISTA) with Full Text.* Web.	Acquisitions Exam (Feb 26)
February 20	**Last day to drop a course without a grade**	
7: Feb 27 – Mar 5	Managing, Weeding, Storage, Preservation, Disaster Planning & Transition to Electronic • Johnson, Ch 5	
March 1	**FAFSA Priority Deadline for Returning Students; LIS Scholarship Deadline**	
8: Mar 6 – 12	Special Collections • ACRL RBMS Task Force. *Competencies for Special Collections Professionals* (revised 2015). http://rbms.info/digress/competencies/guidelines/. • Anderson, Rick. "Can't Buy Us Love: The Declining Importance of Library Books and the Rising	Townsend Hall 205 OR Ellis Library. Guest Speaker: MU Special Collections and

	Importance of Special Collections." Ithaka Briefing Paper, 2014. • Dysert, Anna. "Aims and Approaches in Special Collections Assessment: A Case Study from the Osler Library." *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* 16.2 (Fall 2015): 101-112.	Rare Books professional
March 6	**Registration begins for Summer and Fall 2017 semesters**	
9: Mar 13 – 19	Evaluation and Assessment • Johnson, Ch 7 • Tucker, James Cory. "Collection Assessment of Monograph Purchases at the University of Nevada, Las Vegas Libraries." *Collection Management* 34 (2009): 157-81. *Taylor & Francis*. Web. • Moss, Eleanor. "An Inductive Evaluation of a Public Library GLBT Collection." *Collection Building* 27.4 (2008): 149-156. *Proquest.* Web.	
10: Mar 20 - 25	Resource Sharing • Johnson, Ch 8	Townsend Hall 205: Censorship Presentations. virtual Guest Speaker: Jen Salvo-Eaton, Head of Resource Sharing and Graduate Student Services, UMKC Libraries
	SPRING BREAK: MARCH 25, CLOSE OF DAY – APRIL 2	
11: April 3 – 9	Censorship • Johnson, Ch 2 (focus pp. 64-77) • Burke, Susan K. "Social Tolerance and Racist Materials in Public Libraries." *Reference & User Services Quarterly* 49 (2010): 369-79. *Academic Search Premier*. Web. • Downey, J. (2013). Self-censorship in selection of LGBT-themed materials. *Reference & User Services Quarterly, 53*(2), 104-107. *Academic Search Complete.* Web. • A particularly hot topic with the heightened sensitivity to racial issues right now. Oklahoma	Townsend Hall 205 (last f2f mtg)

	Wesleyan President comments (1) and comments (2).	
12: April 10 – 16	Business of Publishing • Trimble, Stanley W., Grody, Wayne W., McKelvey, Bill, and Gad-el-Hak, Mohamed. "The Glut of Academic Publishing: A Call for a New Culture." *Academic Questions* 23 (2010): 276-86. Academic Search Premier. Web. • Sherman, Scott. "University Presses Under Fire." *The Nation,* May 26, 2014.	Collection Analysis (Apr 16)
13: April 17 – 23	Scholarly Communication • Johnson, Ch 9 • Giesecke, Joan. "Institutional Repositories: Keys to Success." *Journal of Library Administration* 51 (2011): 529-42. *Academic Search Premier*. Web. • Cullen, Rowena and Brenda Chawner. "Institutional Repositories, Open Access, and Scholarly Communication: A Study of Conflicting Paradigms." *Journal of Academic Librarianship* 37 (2011): 460-70. *Sciverse ScienceDirect*. Web. • Lewis, David W. "The Inevitability of Open Access." *College & Research Libraries* 73 (2012): 493-505. American Library Association. Web.	
14: April 24 – 30	Organizational Roles: The Future • Johnson, Ch 2 (focus pp. 37-64). Pay attention to "Responsibilities," p. 38 and "Skill and competencies," pp. 47-49. • Horava, Tony. "Challenges and Possibilities for Collection Management in a Digital Age." *Library Resources & Technical Services* 54 (2010): 142-52. *Academic Search Premier*. Web.	
April 24-26	**MASL Spring Conference April 24-26 Osage Beach, MO**	
15: May 1 - 4	Summative two-way feedback; Course Evaluation	Collection Development Policy (May 3)
May 1	**Last day to withdraw from a course**	
READING DAY: MAY 5 **FINAL EXAMS WEEK: MAY 8 – 12** **COMMENCEMENT: MAY 12, 13, 14** **GRADES DUE: MAY 16**		

POLICIES [available at http://provost.missouri.edu/faculty/syllabus-information.php]
Academic Dishonesty
Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Sample Statement for ADA
Students with Disabilities:
If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.
If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Sample Statement for Intellectual Pluralism
The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students Rights and Responsibilities; the MU Equity Office, or equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Sample Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy Recording this course is not allowed:
University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance

with provisions of <u>section 200.020</u> of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

University of Missouri Notice of Nondiscrimination
The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, <u>Human Resource Services</u>, University of Missouri, 1095 Virginia Avenue, Columbia, Mo. 65211, 573/882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at <u>civilrights.missouri.edu</u> or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at <u>rsvp@missouri.edu</u> or 573-882-6638, or go to <u>rsvp.missouri.edu</u>.

Both the <u>Office for Civil Rights & Title IX</u> and the <u>RSVP Center</u> can provide assistance to students who need help with academics, housing, or other issues.
Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact <u>title9@missouri.edu</u> or 573-882-3880, or go to <u>civilrights.missouri.edu</u>.

Grievance Policy
Information concerning student grade appeal procedures and non-academic grievances and appeals may be found in the Student Handbook.