

ISLT 7313 – Collection and Access Management
University of Missouri
School of Information Science & Learning Technologies
Spring 2020

Section 01 (Columbia *and* Mizzou Online #58934) meets on six Tuesdays (Jan 21, Feb 4–*rescheduled from 11*, Feb 25—at 406 Ellis Library, Mar 3, Mar 17, Apr 7 from 5:30-6:20 p.m.) in Townsend Hall 101E and class Zoom room respectively. Other weeks asynchronously on Canvas (blended mode). 3 c.u.

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

Prof. Sarah Buchanan –she/hers; Dr. B

Contact information is below by preference:

1. Student Hours: Tuesdays 3-5 p.m.

Location: 2210 Townsend Hall + Zoom + Phone: (573) 884-9487

2. *Is it unavoidably outside of Student Hours?* Use Canvas Inbox: <https://courses.missouri.edu/>

3. I am finding email increasingly uncondusive to the shared learning you and I are building together, but during above hours: buchanans@missouri.edu. You are a graduate student – my Student Hours are for you! Attend to discuss issues, projects, SAAMUSC, and any current or interesting events related to information studies. We do use Canvas each week; please visit your Account>Notification Preferences to ensure that under Announcements you have checked “notify me right away” so you receive my messages.

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: Graduates will apply the core principles, ethics, values, and body of knowledge to questions in library and information science, according to their area of specialty..	(A4) Oral presentation or written assignment on select censorship cases
2. SLO2: Graduates will apply management principles and interdisciplinary best practices in library and information agency environments.	(A5) Collection Analysis [Portfolio assignment 2/2] (A1) Graded discussions (A3) Acquisitions Quiz
3. SLO4: Graduates will be able to assess community needs, formulate plans to respond to users of information agencies, and instruct users in using informational resources.	(A6) Collection Development Policy [Portfolio assignment 1/2] (A2) Budget exercise in Excel

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

Course Goals and their Attainment via Assignments

- Goal 1 (SLO2, SLO4): Students learn theory and methods of selection for different information environments and importance of collections that meet community needs.
 - *Assignments:* (A6 – *Signature Assignment*) **Collection Development Policy**; (A3) Acquisitions Exam; (A1) Graded discussions.
- Goal 2 (SLO2): Students learn collection evaluation techniques.
 - *Assignment:* (A5 – *Signature Assignment*) **Collection Analysis**.
- Goal 3 (SLO1): Students learn the history of censorship/first amendment cases, efforts at censorship and how to evaluate and defend books in a collection.
 - *Assignment:* (A4) Oral presentation or written assignment on select censorship cases.
- 4 (SLO2, SLO4): Students learn fundamentals of budgeting for collections.
 - *Assignment:* (A2) Budget assignment in Excel.

COURSE READINGS AND MATERIALS

Textbooks: *Fundamentals of Collection Development and Management* (4th ed.), by Peggy Johnson (Chicago: ALA Editions, 2018).

Additional Materials: Weekly readings are accessible on our Canvas course site and E-Reserves.

TECHNICAL RESOURCES

Library Course Resources

Access to the MU Libraries will be critical to your academic success. The course textbook is accessible via print reserve, and course readings are via e-reserves: <https://libraryguides.missouri.edu/reserves>. You may also access the MU Libraries' Distance Learners page at: <http://libraryguides.missouri.edu/distance>.

Online Course Access

We use Canvas to submit assignments and for discussion during asynchronous meeting weeks. You may access the course via <http://courses.missouri.edu>. Under course 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 or helpdesk@missouri.edu or for out-of-area Mizzou Online students, toll-free at 866/241-5619.

Zoom

Online students will use *Zoom*, 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 are found online: <https://etopics.missouri.edu/support/solutions/11000001564>. Equipment tips here: https://courses.missouri.edu/faculty/blackboard/collaborate/collaborate_participants.php.

- To fully participate in a *Zoom* session, we recommend using a headset with microphone for improved audio quality. A webcam is necessary for you to appear on 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.
- If needed, you can join a *Zoom* session by phone. Instructions to join by phone will be provided for each class.

GRADING SCALE

A range	Grading standards for an A: achieve 90% or above on all graded work. Will include final grades of A- (90-92%, 175-181 points) and A (93-100%, 182-195 points).
B range	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 range	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.
<u>Note</u> : only a limited number of C grades may be applied toward a graduate degree.	

The grade of D is not awarded to graduate students.
Points above are calculated before the Course Evaluation (required).

Class Etiquette & Principles of Community

Your professor 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. As a student in this course, you will be expected to show professionalism, open-mindedness, reflection, punctuality, clear communication and, most especially, a willingness to learn.

Mizzou's *Principles of Community* embodies our campus commitment to understand and value both our individual differences and our common ground. Please take a moment to sign the pledge at <https://diversity.missouri.edu/our-work/principles-of-community/>

Absence and Late Work Policy:

Punctuality is a requirement for successful graduate study and professional work, as well as for this class. As such, late work will be penalized, so do not be late with your work.

For any assignment submitted late, the agency for grading it is now in your hands. Decide what matters to you about this assignment and put into practice those values by writing in what grade you should receive on it and why. You may consult the rubric, or any other resource related to the topic of the assignment, to write a paragraph justifying a grade (other than a 0), and perhaps explaining the situation. Late assignments without the above may receive a 0.

ASSIGNMENTS

Assignment	Week/Date Due (11:45 p.m.)	Points
Class 1-Introductions F2F (6 of 16 weeks)	1: Jan 22	5 (A1 & cont.)
Discussion 2 (9 of 16 weeks)	2: Feb 2	0
Class 2 Participation	3: Feb 4	5
Discussion 3	4: Feb 16	5
Acquisitions Quiz	4: Feb 16	25 (A3)
Class 3 Participation	5: Feb 23	5
Discussion 4	6: Feb 25	5
Budget Exercise	6: Mar 1	25 (A2)
Class 4 Participation	7: Mar 3	5
Discussion 5	8: Mar 15	5

Class 5 Participation	9: Mar 17	5
Censorship Presentations	9: Mar 17	25 (A4)
Week 10 is Spring Break		
Discussion 6	11: Apr 5	5
Class 6 Participation	12: Apr 7	5
Discussion 7	13: Apr 19	5
Collection Analysis	13: Apr 19	30 (A5)
Discussion 8	14: Apr 26	5
Summative Discussion 9	15: May 3	5
Collection Development Policy	16: May 5	25 (A6)
Course Evaluation (required—points given upon 100% class completion)	16: May 5	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 six 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 the Thursday at 11:45 p.m. *following* Tuesday'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 Professor 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 Professor** - Facilitate class discussions, respond to private questions, 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 21 – 26	What is a collection? History of Libraries; Selection theory <ul style="list-style-type: none">• Johnson, Ch 1	Townsend Hall 101E (first F2F mtg) Introduction & Survey
2: Jan 27 – Feb 2	Budgeting for collections <ul style="list-style-type: none">• Johnson, Ch 3 (focus pp. 97-111)	Discussion 1 (ungraded), Practice Budget
January 24-28	ALA Midwinter, Philadelphia, PA	
January 28	Last day to add or change sections of 16-week course	

3: Feb 3 –9	<p>Approaches to Selection: Acquisitions Systems, Approval Plans, PDA, Title Selection</p> <ul style="list-style-type: none"> Johnson, Ch 4 Smith, A. Arro and Langenkamp, Stephanie. "Indexed Collection Budget Allocations." <i>Public Libraries</i> 46 (September/October 2007): 50-54. http://www.ala.org/pla/resources/publications/publiclibraries/pastissues & <i>Education Full Text</i>. Web. 	<p>Townsend Hall 101E</p> <p>Guest Speaker: Amy Lana, Collection Development Manager, GOBI Library Solutions</p>
4: Feb 10 – 16	<p>Collection Development Policies and Planning</p> <ul style="list-style-type: none"> Johnson, Ch 3 (focus pp. 77-97) Sullivan, Michael. "Giving Them What They Want in Small Public Libraries." <i>Public Libraries</i> 39 (2000): 148-55. http://www.ala.org/pla/resources/publications/publiclibraries/pastissues & <i>Library Literature and Information Science Full-Text</i>. Web. Moore, Kate B. "Are We There Yet? Moving to an E-Only Collection Development Policy for Books." <i>Serials Librarian</i> 68.1-4 (2015): 127-136; https://doi.org/10.1080/0361526X.2015.1016836 & <i>Library, Information Science & Technology Abstracts with Full Text</i>. Web. 	<p>Discussion 2</p> <p>Acquisitions Quiz (Feb 16)</p>
5: Feb 17 – 23	<p>Special Collections</p> <ul style="list-style-type: none"> Please review "visiting Special Collections and Rare Books" at https://libraryguides.missouri.edu/ld.php?content_id=4990382 ACRL RBMS Task Force. <i>Competencies for Special Collections Professionals</i> (revised 2015). http://rbms.info/digress/competencies/guidelines/. Anderson, Rick. "Can't Buy Us Love: The Declining Importance of Library Books and the Rising Importance of Special Collections." <i>Ithaka Briefing Paper</i>, 2014. Dysert, Anna. "Aims and Approaches in Special Collections Assessment: A Case Study from the Osler Library." <i>RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage</i> 16.2 (Fall 2015): 101-112. 	<p>Discussion 3</p>
February 24	Last day to drop a course without a grade	
6: Feb 24 – Mar 1	<p>Other Selection Issues: Book review sources, Database Evaluation, Serials, Gifts</p> <ul style="list-style-type: none"> Johnson, Ch 4 continued 	<p>401 / 406 Ellis Library.</p>

	<ul style="list-style-type: none"> Thomas, Lisa Carlucci. "Subscriptions Are Us: Content, Access & Collections," Journal of Web Librarianship 6 (2012): 56-58. doi:10.1080/19322909.2012.648493. <i>Library, Information Science & Technology Abstracts (LISTA) with Full Text</i>. Web. 	<p>Guest Speaker: Kelli Hansen, MU Interim Head of Special Collections</p> <p>Budget Exercise (Mar 1)</p>
March 1	FAFSA Priority Deadline for Returning Students; LIS Scholarship Deadline	
March 2	Registration begins for Summer and Fall 2019 semesters	
7: Mar 2 – 8	<p>Selection for Communities</p> <ul style="list-style-type: none"> Reznowski, Gabriella. "American Libraries and Linguistic Diversity: Policies, Controversies and Ideological Fences." Libri 59.3 (2009): 155-65. doi:10.1515/libr.2009.015. <i>Academic Search Complete</i>. Web. Westbrook, Lynn. "Analyzing Community Information Needs: A Holistic Approach." Library Administration & Management 14 (2000): 26-30. <i>Library Literature and Information Science Full-Text</i>. Web. McCleer, Adriana. "Knowing Communities: A Review of Community Assessment Literature." Public Library Quarterly 32.3 (2013): 263-274. doi:10.1080/01616846.2013.818864. <i>Library, Information Science & Technology Abstracts (LISTA) with Full Text</i>. Web. 	<p>Townsend Hall 101E</p> <p>Guest Speaker: Claudia Cook, Director, Missouri River Regional Library</p>
8: Mar 9 – 15	<p>Managing, Weeding, Storage, Preservation, Disaster Planning & Digital Considerations</p> <ul style="list-style-type: none"> Johnson, Ch 6 	Discussion 4
9: Mar 16 – 20	<p>Censorship</p> <ul style="list-style-type: none"> Johnson, Ch 2 (focus pp. 57-76) Burke, Susan K. "Social Tolerance and Racist Materials in Public Libraries." Reference & User Services Quarterly 49.4 (2010): 369-79. http://dx.doi.org/10.5860/rusq.49n4.369 & <i>Academic Search Premier</i>. Web. Downey, Jennifer. (2013). "Self-censorship in selection of LGBT-themed materials." Reference & User Services Quarterly, 53(2), 104-107. http://dx.doi.org/10.5860/rusq.53n2.104 & <i>Academic Search Complete</i>. Web. From the headlines: Oklahoma Wesleyan President comments (1) and comments (2). 	Townsend Hall 101E: Censorship Presentations.
SPRING BREAK: MARCH 21 – 29		

11: Mar 30 – Apr 5	Business of Publishing + Scholarly Communication <ul style="list-style-type: none"> • Johnson 3rd ed., Ch 9 “Scholarly Communication” • 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 23.3 (2010): 276-86. doi:10.1007/s12129-010-9179-6. <i>Academic Search Premier</i>. Web. • Sherman, Scott. “University Presses Under Fire.” The Nation, May 26, 2014. • Lewis, David W. “The Inevitability of Open Access.” <i>College & Research Libraries</i> 73.5 (2012): 493-505. https://doi.org/10.5860/crl-299 	Discussion 5
12: April 6 – 12	Resource Sharing <ul style="list-style-type: none"> • Johnson, Ch 9 • Salvo-Eaton, J. (2018). Interlibrary loan and serving graduate students. In C. Renfro & C. Stiles (Eds.), <i>Transforming libraries to serve graduate students</i> (pp. 255-272). Chicago, IL: Association of College and Research Libraries, a division of the American Library Association. https://mospace.umsystem.edu/xmlui/handle/10355/66454 • Giesecke, Joan. “Institutional Repositories: Keys to Success.” Journal of Library Administration 51.5-6 (2011): 529-42. doi:10.1080/01930826.2011.589340. <i>Academic Search Premier</i>. Web. • Cullen, Rowena and Brenda Chawner. “Institutional Repositories, Open Access, and Scholarly Communication: A Study of Conflicting Paradigms.” Journal of Academic Librarianship 37.6 (2011): 460-70. doi:10.1016/j.acalib.2011.07.002. <i>Sciverse ScienceDirect</i>. Web. 	Townsend Hall 101E virtual Guest Speaker: Jen Salvo-Eaton, Head of Resource Sharing and Graduate Student Services, UMKC Libraries
13: April 13 – 19	Evaluation and Assessment <ul style="list-style-type: none"> • Johnson, Ch 8 • Tucker, James Cory. “Collection Assessment of Monograph Purchases at the University of Nevada, Las Vegas Libraries.” Collection Management 34 (2009): 157-81. <i>Taylor & Francis</i>. Web. • Moss, Eleanor. “An Inductive Evaluation of a Public Library GLBT Collection.” Collection Building 27.4 (2008): 149-156. <i>Proquest</i>. Web. 	Discussion 6 Collection Analysis (Apr 19)
April 19 – 21	MASL Spring Conference, Osage Beach, MO	
14: April 20 – 26	Vendor Relations, Negotiations, and Contracts <ul style="list-style-type: none"> • Johnson, Ch 5 • U.S. Online Book Sales – January 2018 Report (AuthorEarnings) 	Discussion 7

15: April 27 – May 3	Organizational Roles: The Future <ul style="list-style-type: none"> Johnson, Ch 2 (focus pp. 37-57). {pay attention to “Responsibilities,” p. 37 and “Skill and competencies,” p. 45.} Horava, Tony. “Challenges and Possibilities for Collection Management in a Digital Age.” Library Resources & Technical Services 54 (2010): 142-52. http://dx.doi.org/10.5860/lrts.54n3.142 & <i>Academic Search Premier</i>. Web. 	Summative Discussion 8
May 4	Last day to withdraw from a course	
16: May 4 – 7	Summative two-way feedback; Course Evaluation	Collection Development Policy (May 5)
<p style="text-align: center;"> READING DAY: MAY 8 FINAL EXAMS WEEK: MAY 11 – 15 COMMENCEMENT: MAY 15, 16, 17 GRADES DUE: MAY 19 </p>		

UNIVERSITY POLICIES

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.

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. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

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.

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 section 200.020 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, Human Resource Services, 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 civilrights.missouri.edu 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 rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the Office for Civil Rights & Title IX and the RSVP Center 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 title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

Grievance Policy

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