



Course Syllabus
LI 855XR
Collection Development and Management
6/21-22, 7/26-27 & Internet

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Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change

Important Dates for Summer 2013

<i>5/20: First day of class</i>	<i>5/24: Last day to add/drop</i>	<i>5/27: Memorial Day (ESU closed)</i>
<i>7/3: Last day to withdraw</i>	<i>8/2: Last day of classes</i>	<i>8/13: Final Grades Due</i>

Course Description

Examination of the principles, policies, and procedures associated with evaluating, selecting, and acquiring materials and resources. Students learn about developing, managing, and organizing collections in libraries and information organizations, paying attention to ethical, philosophical, social, and political contexts in which these collections exist. (Required)

General Goal:

The Collection Development course will focus on collection building and management in 21st century libraries and information agencies. Class discussions will focus on current issues, practices, and policies related to building and maintaining collections and will examine procedures for evaluating, selecting, and acquiring and deselecting materials. Budgeting, policy formation and evaluation, and freedom of information will also be addressed.

Course Learning Outcomes

	By the end of the course, students will be able to:	Program Outcomes	Professional Values
1	Describe the various activities and processes that compromise collection management and explain the different role each plays in ensuring a balanced collection.	1, 2, 3	2, 3
2	Discuss procedures for the selection and management of collection materials including books, serials, electronic and other non-book formats.	1, 2, 3	2, 3
3	Define the characteristics of a written Collection Development Policy for all resources, assess its value to the information collection, and discuss the challenges to its implementation.	1, 2, 4, 5	2, 3, 4
4	Distinguish between selection and censorship and explain the ethical issues surrounding collection development and management.	1, 2	1, 2, 3
5	Justify the necessity of collection evaluation and describe a variety of evaluation methods.	2,	2, 3
6	Define the term collection preservation and describe the main causes of the deterioration of materials within a collection.	1, 2	2, 3
7	Identify the main components of a preservation policy and a disaster plan and justify their use within a library or information organization.	2,	2, 3, 5
8	List the main benefits of collection promotion, discuss the principal methods of promotion, and identify the potential problems.	2, 7, 8	1, 2, 3, 4, 5

Required Readings

Course Text:

Johnson, P. (2009). *Fundamentals of collection development and management, 2nd ed.* Chicago: American Library Association.

Learning Activities

Course Assignments

Assignment	Description	Objectives	Due Date	Points
1	Participation - online discussion	1-10	5/20-8/2	20
2	Interview Report - CD Librarian	1-10	6/30	20
3	Research Paper - Collection Development	1, varies	7/22	25

	topic			
4	Collection Assessment (Collaborative project)	5, 6, 7	7/31	35

Assignment #1 - Participation, In-Class and Online (20 points) - throughout semester

Discussion and participation are important aspects of the assessment process in the course. Through guided and independent discussion and participation, students will share with colleagues their experiences and ideas. Students should be prepared to articulate agreement and disagreement on a variety of issues. Several Blackboard discussion topics related to the readings and assignments will be posted. This includes the introduction wiki.

Assignment #2 - Interview report - (20 points)

Interview a librarian who is responsible for collection development and management at a library or information agency. Prepare a concise report on the information you gathered from your interview. Interview questions will be developed during online class discussions. Additional questions are welcome. This is an opportunity to learn about collection development from a practitioner.

Assignment #3 - Research Paper on a Collection Development topic - (25 points)

Write a 7-8 page (approximately 2,000 words, double-spaced) research paper on a collection development topic. Please include a bibliography of references cited in your research paper. (The 2,000 words should not include the bibliography.) Please use the APA style manual.

Assignment #4 - Collaborative Collection Assessment - (35 points)

With an assigned partner, evaluate a library or information collection of your choice, with reference to its accompanying Collection Development Policy. Prepare an action plan, based on a proposed permanent 15% budget cut, that recommends the specific steps you would take to maintain the integrity of the collection, based on existing policy. Your plan should contain justifications for your decisions.

Tentative Course Outline (suggested subheading for Learning Activities)

Tentative Course Outline

Session	Topic	Readings	Due
Week 1: May 20	<i>Introduction</i>		5/27 Introduction wiki
Week 2: May 27	<i>Collection Development and Collection Management</i>	<i>Johnson Ch. 1</i>	
Week 3: June 3	<i>Current Trends and Issues</i>		
Week 4: June 10	<i>Organization and Staffing</i>	<i>Johnson Ch. 2</i>	
Week 5: June 17	<i>Policy and Planning</i> First f2f meeting, 6/21 & 6/22	<i>Johnson Ch. 3</i>	
Week 6: June 24	<i>Budgeting and Money, Preservation</i>		6/30 Interview Report

Week 7: July 1	<i>Collection Development</i>	<i>Johnson Ch. 4</i>	
Week 8: July 8	<i>Collection Management</i>	<i>Johnson Ch. 5</i>	
Week 9: July 15	<i>Future of Collection Development</i>		
Week 10: July 22	<i>Promotion, Liaison, and Outreach</i> Second f2f meeting -7/26-7/27	<i>Johnson Ch. 6</i>	7/22 Research Paper
Week 11: July 29	<i>Evaluation and Assessment, Cooperation and Collaboration in Collection Development</i>	<i>Johnson Ch. 7, 8</i>	7/31 Collection Assessment Report

Grading Criteria

The rubrics for grading each of the evaluation elements of the course are available in the Course Documents section of BlackBoard. These rubrics identify all the elements required and the degree of achievement necessary to secure particular scores. It is well worth consulting the rubrics to understand exactly what is expected of you in each evaluation.

SLIM Grading Scale*

96 - 100 A	77 - 79 C+
90 - 95 A-	74 - 76 C
87 - 89 B+	70 - 73 D
84 - 86 B	0 - 69 F
80 - 83 B-	

**The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.*

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit.

If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice

President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
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