SIS560: Collection Development & Management
FALL 2004
Wednesday 9:10- 11:55 a.m.
COM309

Instructor: Dr. Suzie Allard

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COURSE DESCRIPTION

This course studies the process of selecting and preserving a variety of items (tangible and intangible) to meet the needs of particular users. It introduces many essential collection development concepts including, but not limited to, community analysis, policies and procedures, evaluation and purchasing. Although the character of collection development may vary in different information environments, there are core concepts and skills that transcend all these environments. Students will learn these core principles and skills and how they might be applied in a variety of information contexts.

PREREQUISITES
 NONE

ABOUT THE COURSE

This course is characterized by a collaborative learning atmosphere which requires you to use critical thinking skills and to have a commitment and involvement with our projects and discussions during class meetings and on-line. I will do everything I can to make the course a rewarding learning experience that will have meaning for you as an information professional. However, to get the most out of this course you will need to be actively involved in our readings, discussions, and assignments!

You will be expected to demonstrate mastery of the material in our class discussions, assignments, final examination, and through participation in our "virtual" discussion on Blackboard. You will also be completing a final project.

OUTCOMES

When you complete this course, you should be able to:
- Discuss review utility.
- Be able to select the best item.
- Identify and characterize agency attributes likely to impact on selection
- Identify and interpret information about community characteristics, needs and wants, indicating how this information affects collection development.
- Develop a priority-oriented selection policy for a chosen subject area.
- Evaluate the adequacy of a collection in a chosen area, indicating strengths and weaknesses.
- Revise an existing collection according to established criteria.
- Build a community responsive collection using a variety of appropriate selection aids.
- Apply these principles to the information environment in which you would like to work.

CONTACTING ME

I'm here to help – so always feel free to ask questions or share ideas! You are encouraged to drop in during my office hours, we can talk after class or we can set up an appointment at another time that is more convenient for you. E-mail is a sure-fire way to contact me. I believe e-mail is an excellent communication tool, and I check mine on a very regular basis. What I like about e-mail is that it is 24/7; that means you can ask a question when it's fresh on your mind – 24 hours a day, 7 days a week. I've set my mail to sort incoming messages; so to assure a quicker response from me always start your message subject line with SIS560. I'll usually answer within 48 hours, but I'll often get back to you even faster!

DISABILITIES

Please contact the Office of Disability Services at 191 Hoskins Library at 865.974.6087 if you need course adaptations or accommodations. They will work with you to arrive at the appropriate program and register you for services. Also contact me so we can talk about solutions.

READINGS

Required
Texts: Baker, S. & Wallace, K.L. (2002). The Responsive Public Library: How to Develop and Market a Winning Collection.

On-line readings: There are some required readings that are available on-line through databases at the UT libraries or from web sites. Web site addresses for required readings are on the syllabus. Other supplementary resources will be available in the *external links* section of our class website.

GRADES

Overview
Review the Reviews	**= 15%**
Select the best	**= 15%**
Develop a Collection	**= 60%**
Final Exam	**= 5%**
Class Participation	**= 5%**
TOTAL	**= 100%**

Review the Reviews, Select the best, and Develop a Collection may be completed by an individual or a team of no more than two students. If the assignment is completed by a team, each assignment should also include a brief statement about what each student contributed to the assignment.

All your assignments should be double-spaced and use a font of at least 11 points. Use the Chicago (Turabian) style manual. The first page should have a heading with your name, the class number (ie IS560), the date, and your email address. Subsequent pages should have a heading with your name and a page number.

In addition to fulfilling assignment criteria, all assignments will also be evaluated with the following criteria:
1. The presentation of the paper.
2. The quality of the writing. Writing that is not of graduate student quality will be returned with comments and the author may elect to rewrite the paper. However, the rewritten paper will not be eligible for full points. Papers that do not fulfill the assignment criteria cannot be rewritten and resubmitted.
3. The quality of the organization of the paper.
4. The quality and amount of critical thought exhibited in the paper including reflection, analysis and interpretation.
5. The use of appropriate literature and source material.

Review the Reviews: The purpose of this assignment is for you gain experience analyzing how reviewers structure their reviews and critically discussing the kinds of descriptive and evaluative information in the reviews. To do this you will identify an item (book, computer software, movie, etc) that has received at three or more reviews.

You will then write an essay that addresses each of these areas:
1. *Description of your item's reviews*: How many reviews did you discover, and where did you find them? How easy was it to find them and use them?
2. *Analyze the Reviews:* How would you characterize the descriptive and evaluative information found in the reviews? To what degree do these reviews meet the needs of the collection developer? What do you think you need from a review?
3. *Identify the best review:* Which review was best and why? What made it most useful?
4. *Applying your observations to collection development:* Traditionally, collections have been based on reviews. If your experience is a typical one, how do you feel about that? This should include generalizations on the assets and liabilities of collection development.

Select the best: The purpose of this assignment is for you to demonstrate your ability to evaluate and select the best from a pool of items. You need to assess why the item is best in two different ways: best for what and best for whom. Your essay will address each of these areas:
1. *Description of the situation:* identify the purpose of the collection, and the audience for whom you are developing the collection. Characterize the pool of available items.
2. *The selection process:* discuss how you evaluated the items including the selection criteria based on the audience and purpose. You should discuss the process you used to create a pool of possible items.
3. *Identify the best item(s):* identify the best item and discuss why you made that decision. Be sure to be thorough in this discussion.
4. *Your insights:* what have you learned from this process of selecting the best item. How might this apply to your career objectives?

Develop a collection: The purpose of this assignment is for you to gain experience developing a collection. A complete description of the project is available in the Collection Development Assignment Handout. A brief description of the project follows.
    Items selected may be tangible or intangible. Any format is suitable. Server based collections are acceptable. You will select a local organization or agency that needs a professionally developed collection. Please be sensitive to how much time you demand from your local contacts. The interaction with the agency contact is an important part of this assignment since it simulates working with people in the information environment and it allows you to develop organizational and management skills that are necessary for your professional life. Your organization and subject must be approved by the instructor no later than the fourth week of the semester. See the schedule for the exact date.

Final Exam: The purpose of the test is for you to demonstrate your knowledge about collection development and to help you prepare for the School's comprehensive exam. The test questions will be selected from the comprehensive examination questions available via the School's website. You will answer one question.

Class Participation: In class and online communication develop skills that are an essential part of the professional and academic environment. You will be assessed based on your participation during class and also on the class discussion board. Here are some ideas to help encourage online conversation:

- You can post questions to the list based on what we have read, or on related topics that you observe at work or in your community.
- You can continue conversation that we have had during class sessions.
- You can outline controversies surrounding theories or media clips and encourage others to assess the different perspectives.

HOW TO COMPUTE YOUR GRADE

All assignments will receive a letter grade ranging from A+ to E-. The number of points you can earn on a particular assignment can be calculated by multiplying the number of points for a particular grade (see table below) by the weighting for the assignment.

Letter Grade	Points	Letter Grade	Points
A +	140	C-	60
A	130	D+	50
A -	120	D	40
B+	110	D-	30
B	100	E+	20
B-	90	E	10
C+	80	E-	0
C	70		

For example, if you receive a "B" on a mini-paper, you have earned 4 points (100 X .04 = 4). Here's how it works for the course grade: to earn an "A" you must earn at least 120 points; for a "B" you need at least 90 points; for a "C" you need at least 60 points, and for a "D" you must have at least 30 points. You will receive an "E" if you have less than 30 points.

ATTENDANCE

Attendance is highly encouraged because class discussions are an important part of mastering the material. Excessive absences will result in a lower grade.

CHEATING AND PLAGIARISM

When you write for this class or when you are making a presentation, remember that any sources you use should be credited and that materials on the web should be cited too. Use Chicago style for your citations, and be sure to include any resources from the web. If you use someone's words or ideas without attribution - that's plagiarism. Remember cheating and plagiarism are violations of scholarly and professional ethics and University policy; don't do it! **If you cheat or plagiarize, you <u>will</u> fail the course** (E grade); and could face further actions. Further information is available in <u>Hill Topics</u>, the UTK student handbook.

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS
(Example: RPL:Chap 3 means *Responsive Public Library* Chapter 3)

Week	Class dates	Topics	Reading	Assignment Due
1	8/18	Introduction to the course, instructor and requirements. Begin Concepts and definitions	RPL: Chap 1	
2	8/25	Concepts and definitions	RPL: Chap 4, 5	
3	9/1	Reviews and reviewing	Locate, read and analyze reviews for the assignment	Review the Reviews assignment due
4	9/8	Value-demand Importance Selector	RPL: Chap 7	
5	9/15	Current Awareness Community Analysis	RPL: Chap 2, 3	Select the Best assignment due
6	9/22	Community Analysis		Build a collection Parts 1 & 2 due
7	9/29	Policy Statements Acceptable use	RPL: Chap 9	

Week	Class dates	Topics	Reading	Assignment Due
8	10/6	Collection Evaluation	RPL: Chap 8	Build a collection Parts 3 & 4 due
9	10/13	Weeding Financial Allocation		
10	10/20	Purchasing		
11	10/27	Resource sharing	RPL: Chap 6	Build a collection Parts 5 & 6 due
12	11/3	Preservation	RPL: Chap 10	
13	11/10	Digital Libraries	Gary Cleveland "Digital Libraries: Definitions, Issues, and Challenges" http://www.ifla.org/VI/5/op/udtop8/udtop8.htm	Build a collection Parts 7 & 8 due
14	11/17	Collection Development in Real life		
15	11/24	Complaints		Final Assignment due 12/7

Happy Holidays!