S502: Acquisitions and Management of Knowledge and Information
Indiana University Purdue University at Indianapolis
SOIC- Department of Library and Information Science

From selecting graphic novels and science books to purchasing audiobooks and databases subscriptions, the librarian has a wide range of roles and responsibilities related to collection development and management.

Instructor Information
Name – Linda L. Mills, Greensburg Elementary School Librarian
Address – 913 Locust Avenue, Batesville, IN 47006
Email – linmills@frontier.com IF you would need a reply from me immediately during the day, email me at lmills@greensburg.k12.in.us
Phone – 812-569-5588 (cell); 812-934-3844 (home)
Personal Page - http://ges.greensburg.k12.in.us/cms/One.aspx?portalId=486726&pageId=2263470

Course Description
Acquisitions and Management of Knowledge and Information (formerly known as Collection Development and Management) examines the principles and techniques that guide the development, management, and evaluation of library collections and the selection of materials in various types of libraries. The course provides students with experience in the major phases involved in starting and developing collections of print and non-print materials: the formulation of collection development plans, the selection of materials in accordance with an institution's plan, and the evaluation of library collections. It enables students to recognize and respond to challenges and opportunities of special interest to collection developers: intellectual freedom, new information formats, copyright, and resource sharing.

Finally, this course will explore the essential skills needed to manage a library collection in an academic, school, public, and/or special library setting. It will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

Course Assumptions
The following entry skills are required for this course:

Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentations), web development tools, social media, and utilities (i.e., downloading drivers and plugins).

Identify, select, access, and evaluate information found on the Internet and in the library.

Use Canvas for discussions and information sharing.
Because this is an online course, it is assumed that each student has reliable, daily access to high speed Internet. This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to e-mail or arrange a chat with your me at any time.

**Learning Objectives**

Learning objective are outlined in each lesson.

Students will be able to:

- Formulate a collection development plan.
- Select materials in various formats based on an institution’s plan.
- Handle challenges.
- Evaluate library collections.
- Determine the value of sharing resources.

**Course Materials**

**Required Textbook**


**Required Online Materials**

The course materials will be accessed through Canvas. Many times the links will take you to Eduscapes. (Annette Lamb’s course pages) The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

**Course Assignments and Assessments**

This course contains six Challenge activities (60 points) and four Collection Development Project Pieces (40 points). Specifics regarding the course assignments can be found in the Course Guide

Challenge activities (10 points each) provide flexible opportunities for students to explore and apply course content related to collection development and management. Choices allow students with diverse background and professional interests to apply theories to meaningful, practical assignments. The Challenge activities contain two components (an activity posting and at least one quality reply). These will be posted in the Canvas discussion area. Topics include:

- Challenge 1: Collections
- Challenge 2: Policies and Analysis
- Challenge 3: Intellectual Freedom
- Challenge 4: Selection
- Challenge 5: Donations, Weeding, and Acquisitions
- Challenge 6: Legal Issues and Trends

The Collection Development Plan Project is divided into four pieces:

- CDP1 (5 points), Audience and Mission
• CDP2 (10 points), Intellectual Freedom
• CDP3 (15 points), Selection and Deselection
• CDP4 (10 points), Evaluation, Resource Sharing, and Maintenance

These will be posted in the Canvas discussion area. In the spirit of participation, you're encouraged to provide peer feedback. However, replies will not be graded.

Course Grades

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments. Final grades are based on the following range within the total 100 points possible:

A  98-100
   A-  95-97
   B-  B+  92-94
   C-  B  89-91
   D-  B-  86-88
   E-  C  80-85
   F-  D  75-79
   G-  F below 74

The meaning of the letter grades follows the SLIS Grading Policy:

A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.

A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

D+, D, D-: Unacceptable work; course work completed at this level will not count toward the MLS degree.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.
Late and Incomplete Work

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in a lose of points.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

Students should be sure to read the Student Code of Conduct. The Academic Handbook states that faculty members have the responsibility of fostering the "intellectual honesty as well as the intellectual development of students.... The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172). For more information, go to http://www.iupui.edu/code (Links to an external site.)

Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu

For more information, go to http://diversity.iupui.edu/aes (Links to an external site.)

Administrative Withdrawal

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class assignments within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class has assignments each week; thus if you miss more than
three assignment in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.”

Learn more at http://registrar.iupui.edu/withdrawal-policy.html (Links to an external site.)