

**LIS S502 Acquisitions and Management of Knowledge & Information
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2021**

Section No.: 38320
Credit Hours: 3
Instructor: John Helling
Email: jhelling@indypl.org (use Canvas Inbox for course matters)
Prerequisites: None
Instruction mode: This course is offered online only

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, and online presentations and activities.

Required Readings/Resources

You will use indicated web resources for reading or demonstration purposes. All readings will be web-based or provided. Details of readings will appear in their corresponding module in the syllabus.

Required Software

You will need to be able to access the web-based readings, and you will need to be able to create a document you can upload for certain assignments.

You have three sources for software: IUware, IUanyWare, Office 365

- **IUware** (iuware.iu.edu/) allows students, faculty, and staff to download software at no charge. See [What is IUware? \(kb.iu.edu/d/agze\)](http://kb.iu.edu/d/agze)
- **IUanyWare** (uits.iu.edu/iuanyware) uses a web browser or mobile app to run certain IU-licensed software applications without your needing to install them on your device. See [What is IUanyWare \(kb.iu.edu/d/bbbr\)](http://kb.iu.edu/d/bbbr). Note: You will be asked to download and install Citrix Receiver the first time you use the full service.
- **Office 365** (uits.iu.edu/office365) is a subscription-based service free to all IU currently enrolled students that provides multiple options for accessing the newest versions of Microsoft Office. See [About Microsoft Office 365 at IU \(kb.iu.edu/d/bexq\)](http://kb.iu.edu/d/bexq)

For more details, see: [About software at IU \(kb.iu.edu/d/aclo\)](http://kb.iu.edu/d/aclo)

Canvas works best in the most recent version of Edge, Chrome, Firefox, or Safari browsers. Canvas does not support Internet Explorer.

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), and asynchronous use of Canvas.

ASSESSMENTS

Revised Bloom's Taxonomy (RBT)

The revised Bloom's taxonomy (RBT) presents a way to classify different types of learning experiences across two levels: 1) The revised Bloom's taxonomy cognitive process (RBTCP) dimension and 2) the revised Bloom's taxonomy knowledge (RBTk) dimension. The RBTCP dimension represents a continuum of increasing cognitive complexity—from remember to create—across six levels:

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Principles of Graduate and Professional Learning (PGPL)

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. More specific expectations are determined by the faculty in a student's field of study. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees. There are four PGPLs:

1. Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
2. Thinking critically, applying good judgment in professional and personal situations
3. Communicating effectively to others in the field and to the general public
4. Behaving in an ethical way both professionally and personally

Framework for Information Literacy (FIL)

The ACRL (Association of College and Research Libraries) Framework for Information Literacy is introduced throughout our curriculum..

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
6. Searching as Strategic Exploration

To learn more, go to [Framework for Information Literacy for Higher Education \(www.ala.org/acrl/standards/ilframework\)](http://www.ala.org/acrl/standards/ilframework)

MLIS Program Learning Goals (PLGs)

The Master of Library and Information Science (MLIS) program prepares students to become reflective practitioners who connect people and communities with information. The program goals (PGs) were adjusted to the following effective fall 2020:

1. Connect core values and professional ethics to practice
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology

Each student should not only read the assigned material but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

1. Collection Development Plan
2. Challenge activities and discussions

Upon completion of this course, students will	RBT	PGPL	FIL	PLG	Assessment
Formulate a collection development plan.	6	1	1, 2, 6	1, 3, 4, 5, 6	Collection Development plan
Select materials in various formats based on an institution's plan.	5	1	3, 5	1, 3, 6	Challenge 1, 4
Handle challenges to materials.	4	1,2	3, 5	1, 2, 3	Challenge 3
Evaluate library collections.	5	1,2	1, 4, 5	1, 2, 3, 5, 6	Challenge 2 , 5
Determine the value of sharing resources.	5	1	3	1, 3, 6	Collection Development plan

Course Schedule

The course is organized using the modules feature of Canvas. Each module corresponds to a week of the course.

S502 Fall 2021 -- Course Schedule

Week 1

Module 1: Introduction

Readings:

Bradford, Robin (2019). [Modern collection development: The mission remains the same](#) . *Public Libraries*, 58(1), 34-36.

Coyle, Karen (2018). [The difficulty of neutrality](#). *AIB Studi*, 58(2), 258-265.

Goertzen, Melissa J. (2017). [Introduction to Quantitative Research and Data](#) . *Library Technology Reports*, 53(4), 12-18.

Lehman, Kathleen A. (2014). [Collection Development and Management: An Overview of the Literature, 2011-2012](#). *Library Resources & Technical Services*, 58(3), 169-177.

Maher, John (2020). [Workers across book business take collective action against racism](#). *Publishers Weekly (Online)*.

Morrisey, L. J. (2008). [Ethical issues in collection development](#). *Journal of Library Administration*, 47(3/4), 163-171.

Quinn, Brian (2012). [Collection Development and the Psychology of Bias](#). *Library Quarterly*, 82(3), 277-304.

Turner, Christine N. & Billings, Marilyn S. (2019). [Flipping an academic library collection: A path to a global open scholarly commons](#). *Collection Management*, 44(2-4), 195-205.

Due: Introduction Discussion

Week 2

Module 2: Planning & Policies

Readings:

Abbott, Jennifer A. Maddox (2019). [Foundations for change: Using challenges and opportunities as building blocks for collection management](#). *Collection Management*, 1-14.

Conrad, S. (2012). [Collection Development and Circulation Policies in Prison Libraries: An Exploratory Survey of Librarians in US Correctional Institutions](#). *Library Quarterly*, 82(4), 407-427.

Levenson, Helen N. (2019, October). [Notes on operations: Nimble collection development policies](#). *Library Resources & Technical Services*, 63(4), 206-219.

Orr, Cynthia (2010). [Collection development in public libraries](#). *Encyclopedia of Library and Information Sciences, Third Edition*, 1097-1105.

Yoon, Hee-Yoon and Kim, Sin-Young (2016). [A Study of Collection Development Policy to Strengthen South Korea's Library Services for Persons with Disabilities](#). *The Canadian Journal of Information and Library Science*, 40(2), 162-185.

Genco, Barbara (September 15, 2007). [20 maxims for collection building: contemporary collection development involves art, science, and business](#). *Library Journal*, 32.

Due: Challenge 1

Week 3

Module 3: Collection Analysis

Readings:

Blackburn, Heidi & Farooq, Omer (2020). [LGBTQIA-R: Creating a diverse and inclusive medical collection at a public metropolitan university](#). *Collection Management*, 45(1), 3-18.

Blume, Rachel (2019). [Balance in demand driven acquisitions: The importance of mindfulness and moderation utilizing just in time Collection Development](#). *Collection Management*, 44(2-4), 105-116.

Harbour, Denise (March/April 2002). [Collection mapping](#). *Book Report*, 20(5), 6-10.

Kelley, Michael (September 15, 2012). [A toolkit for taking stock: libraries leverage new metrics driven by data from collectionHQ](#). *Library Journal*, 137(15), 18.

Kelly, Madeline & O'Gara, Genya (2018). [Collections assessment: Developing sustainable programs and projects](#). *The Serials Librarian*, 74(1-4), 19-29.

Kristick, Laurel (2019). [Diversity literary awards: A tool for assessing an academic library's collection](#). *Collection Management*, 1-11.

Lynch, Grace Hwang. (2015). [A World of Opportunity](#). *School Library Journal*, 61(4), 21-23.

Nixon, Judith M., Freeman, Robert S. & Ward, Suzanne M. (2010). [Patron-driven acquisitions: An introduction and literature review](#). *Collection Management*, 35(3-4), 119-124

Rutherford, Noel. (2016) [To Float or Not to Float](#). *Library Journal*. Retrieved from <http://lj.libraryjournal.com/2016/04/collection-development/to-float-or-not-to-float-collection-management/#> **(Instructor's note: make sure to read the comments on this one, to get a sense of the tension on this topic!)**

Shirkey, Cindy (2011). [Taking the guesswork out of collection development: using syllabi for a user-centered collection development method](#). *Collection Management*, 36(3), 154-164.

Tabacaru, Simona (2018). [E-preferred approval plan at a large academic library: Assessment and collection development implications](#). *Collection Management*, 43(3), 155-176.

Wilde, Michelle & Level, Allison (2011). [How to drink from a fire hose without drowning: collection assessment in a numbers-driven environment](#). *Collection Management*, 36, 217-236.

Halevi, Gali ; Sugrim, Sonali; Gizzi, Chelsea (2018). [A method for developing library collections based on intensity indicators](#). *Collection Management*, 43(4), 249-263.

Ibacache, Kathia (2019). [Building collections through purchase suggestions in academic libraries](#). *Collection Management*, 1-14.

Due: Challenge 2

Week 4

Module 4: Selection

Readings:

Anderson, R. (2011, May 31). [What patron-driven acquisition \(PDA\) does and doesn't mean: An FAQ](#).

Horava, Tony (2017). [Demand-Driven Acquisition and Collection Management](#). *Technicalities*, 37(4), 15-18.

Tyler, David C.; Hitt, Brianna D.; Nterful, Francis A. & Mettling, McKenna R. (May 2019). [The scholarly impact of books acquired via approval plan selection, librarian orders, and patron-driven acquisitions as measured by citation counts](#). *College & Research Libraries*, 525-560.

Chen, Kristine (October 2010). [Give them what they want](#). *School Library Journal*, 56(10), 29.

Hughes-Hassell, Sandra. (2013). [Multicultural young adult literature as a form of counter-storytelling](#). *Library Quarterly*, 83(3), 212-228.

Pattee, Amy (March 2009). [Expedient, but a what cost?](#) *School Library Journal*, 55(3).

Pearl, Nancy (September 1 1996). [Gave 'em what they wanted](#). *Library Journal*, 121, 136-38.

Rawlinson, N. (1981). [Give 'em what they want!](#) *Library Journal*, 106, 2188-2195.

Due: Collection Development Piece 1

Week 5

Module 5: Censorship

Readings:

Anderson, Jaclyn Lewis (2014). [The Classification of Censorship: An Analysis of Challenged Books by Classification and Subject Heading](#) . *Endnotes: The Journal of the New Members Round Table*, 5(1), 1-18.

Cronin, Blaise (2000). [Whatever happened to common sense?](#) *Library Journal*, 125, 177. **(Instructor's note: If you don't recognize the author's name, he used to be the Dean of the library school at IU-Bloomington!)**

Hill, Rebecca (2010). [The problem of self-censorship](#) . *School Library Monthly*, 27(2), 9-12.

Ishizuka, Kathy (2018, November). [Can diverse books save us?](#) *School Library Journal*, 28-32.

Roh, Charlotte and Gabler, Vanessa. (2020). [Systemic barriers and allyship in library publishing: A case study reminder that no one is safe from racism](#). *College & Research Libraries News*, 81(3), 141-144.

Steele, Jennifer Elaine (2018). [Censorship of library collections: An analysis using Gatekeeping theory](#) . *Collection Management*, 43(4), 229-248.

Whelan, D. L. (2009). [A dirty little secret](#) . *School Library Journal*, 55, 26-30.

Oltmann, Shannon M. (2015). [Data, Censorship, and Politics: Analyzing the Restricted Flow of Information in Federal Scientific Policy Development](#) . *Journal of the Association for Information Science and Technology*, 66(1), 144-161.

Oltmann, Shannon. (2016). [The Paradox of Shock: Artists' Experiences of Censorship](#) . *Journal of Information Ethics*, 25(2), 59-76. **(Instructor's note: you can skip the "methods" section and skim the "results" section if you're short on time this week. The "discussion" section contains the meat of the article – how censorship affect's an artist's willingness and ability to continue creating art.)**

Due: Challenge 3

Week 6

Module 6: Formats

Readings:

Garofalo, Denise A. (2019). [Tips from the trenches](#) . *Journal of Electronic Resources Librarianship*, 31(1), 31-33.

Hannah, Matthew; Huber, Sarah; Matei, Sorin Adam (2019). [Collecting virtual and augmented reality in the twenty-first century library](#) . *Collection Management*, 44(2-4), 277-295.

Proctor, Julia. (2018) Testing assumptions: [Is streaming video really preferable to DVDs?](#) , *Journal of Electronic Resources Librarianship*, 30:2, 84-90.

Saragossi, Jamie; Costello, Laura; Kasten, Kathleen (2018, October). [Notes on operations: Mobile applications in academic libraries](#) . *Library Resources & Technical Services*, 62(4), 198-204

Wahl, Mary. (2017). [Full Stream Ahead: Designing a Collection Development Workflow for Streaming Video Content](#) . *Library Resources & Technical Services*, 61(4), 226-236.

Marquis, Kathy, Waggener, Leslie C. (March/April 2011). [Historical collections](#) . *Public Libraries*, 50(2), 43-49.

Due: Collection Development Piece 2

Week 7

Module 7: Electronic Resources

Readings:

Blummer, Barbara, Kenton, Jeffrey (2012). [Best practices for integrating e-books in academic libraries: a literature review from 2005 to present](#) . *Collection Management*, 37, 65-97.

Garofalo, Denise A. (2019). [Tips from the trenches](#) . *Journal of Electronic Resources Librarianship*, 31(4), 255-257.

Grabowsky, Adelia; Weisbrod, Liza; Fan, Shirley & Gaillard, Philippe (2020). [Journal packages: Another look at predicting use](#) . *Collection Management*, 45(1), 57-70.

Lopez-Fitzsimmons, Bernadette M. & Nagra, Kanu A. (2019). [Google vs. library databases: Engaging twenty-first century undergraduate students in critical thinking](#) . *Journal of Electronic Resources Librarianship*, 31(4), 219-231.

Lowe, Randall A. (2019). ['A lot of flexibility within the structure': Academic library collection development & e-resources management from an athletics perspective](#) , *Journal of Electronic Resources Management*, 31(4), 258-267.

Moore, Kate B. (2015). [Are We There Yet? Moving to an E-Only Collection Development Policy for Books](#). *The Serials Librarian*, 68(1-4), 127-136.

Mangrum, S., & Pozzebon, M. E., eds. (2012). [Use of collection development policies in electronic resource management](#). *Collection Building*, 31(3), 108-114.

McElfresh, Laura Kane (March/April 2012). [Good things come in small libraries](#). *Technicalities*, 32(2), 4.

Vollmer, Timothy (June 2010). [There's an App for That! Libraries and Mobile Technology](#). ALA Office for Information Technology Policy. This introduction to public policy considerations is something to consider regardless of library type.

Due: Challenge 4

Week 8

Module 8: Acquisitions

Readings:

England, Mark M. & Anderson, Rick (2019). [Demand-driven acquisition of print books: Applying 21st-century procurement strategies to a 5th-century format](#). *Collection Management*, 44(2-4), 95-104.

Flowers J. L. (2003). [Negotiations with library materials vendors: preparation and tips](#). *The Bottom Line: Managing Library Finances*, 16(3), 100-106.

Sung, Nackil & Sung, Jan S. (2019). [Expanding demand driven acquisition: Complete just-in-time approval plan](#). *Collection Management*, 1-13.

Tyler, David C.; Hitt, Brianna D.; Nterful, Francis A. & Mettling, McKenna R. (2019, May). [The scholarly impact of books acquired via approval plan selection, librarian orders, and patron-driven acquisitions as measured by citation counts](#). *College & Research Libraries*, 525-560.

Smith, Debbi A. (2014). [The Collection Budget Fund Structure: A Case Study Illustrating the Need for Collaboration Between Collection Development and Acquisitions](#). *Library Collections, Acquisitions, & Technical Services*, 38(3/4), 92-98.

Due: Nothing

Week 9

Module 9: Budgeting

Readings:

Bosch, Stephen; Albee, Barbara; and Henderson, Kittie (April 15, 2018). [Death by 10,000 cuts](#). *Library Journal*, 28-33.

Moore, K., & Duggan, L. (2011). [Transparency and publisher pricing models](#). *Serials Librarian*, 60(1-4), 98-108.

Scott, David R. and Eva, Nicole. (2016). [The Canadian Dollar versus the Collection: How Canadian University Libraries are Coping](#). *Partnership: The Canadian Journal of Library and Information Practice and Research*, 11(2), 1-31.

Worsley, Aaron James (2019). [The views of scholars on the effects of subscription costs to e-journals in an academic health & life sciences library: a case study](#). *Journal of Electronic Resources Librarianship*, 31(4), 241-254.

Knab, Sheryl; Humphrey, Tom, & Ward, Caryl. (2016). [Now Streaming: A Consortial PDA Video Pilot Project](#). *Collaborative Librarianship*, 8(1), 41-54.

Smith, A. Arro and Langenkamp, Stephanie. (2007). [Indexed Collection Budget Allocations: A Tool for Quantitative Collection Development Based on Circulation](#). *Public Libraries*, 46(5), 50-54.

Due: Collection Development Piece 3

Week 10

Module 10: Deselection

Readings:

Busch, Heidi; Nance, Jim & Teague, Jared (2018). [Collaborative weeding of an engineering collection: Two perspectives](#). *Collection Management*, 43(4), 276-282.

Cadwell, Cora (2018). [Weeding your school library collection](#). Idaho Commission for Libraries.

Chant, Ian (June 15, 2015). [The art of weeding](#). *Library Journal*, 34-37.

Also, read a follow-up editorial that refers to the Chant article by [Dorothea Dorenz](#).

DeMars, J. Michael; Roll, Ann; and Phillips, Kevin (2019). [Deep in the weeds: Faculty participation in a large scale deselection project](#). *Collection Management*, 44(1), 21-34.

Garofalo, Denise A. (2019). [Tips from the trenches](#). *Journal of Electronic Resources Librarianship*, 31(3), 177-179.

Rogler, Jannicke. (2014). [The Case for Weeding: The Buskerud Bandits' Contribution to a Knowledge-Based Discarding Practice in Norwegian Public Libraries](#) . *Journal of Library Administration*, 54(5), 382-402.

White, Bruce. (2017). [Citations and Circulation Counts: Data Sources for Monograph Deselection in Research Library Collections](#) . *College & Research Libraries*, 78(1), 53-65.

Moroni, Alene E. (September 15, 2012). [Weeding in a digital age; shelf clutter can be a problem for ebooks as well](#) . *Library Journal*, 137(15), 26.

Soma, Amy K. & Sjoberg, Lisa M. (2010). [More than just low-hanging fruit: a collaborative approach to weeding in academic libraries](#) . *Collection Management*, 26(1), 17-28.

Due: Nothing

Week 11

Module 11: Evaluation

Readings:

Kochan, Carol & Duncan, Jennifer (2016). [Analysis of Print Purchase on Demand Titles Ordered via Interlibrary Loan: A Collection Development Perspective](#) , *Collection Management*, 41(2), 51-65.

Machovec, George. (2015). [Calculating the Return on Investment \(ROI\) for Library Consortia](#) . *Journal of Library Administration*, 55(5), 414-424.

Miller, Erin De Witt, Rodriguez, Allyson & Smith, Susan (2019). [Assessing information interaction to improve library ebook collections and services](#) . *Journal of Electronic Resources Librarianship*, 31(2), 66-78.

Nuth, Alana M. (2018). [Consistent, holistic, and objective: Using a scorecard for electronic resource evaluation and renewal decision-making](#) . *Collection Management*, 43(3), 209-222.

Rogers, Kristin (2018). [Immediacy vs. foresight: A study of patron selected and librarian purchased ebooks at the University of Mississippi libraries](#) . *Journal of Electronic Resources Librarianship*, 30(3), 138-146.

Kniesel, J. E., Wicht, H., & Connaway, L. S. (2006). [Use of circulation statistics and interlibrary loan data in collection management](#) . *College & Research Libraries*, 67, 35-49.

Pan, D., & Fong, Y. (2010). [Return on investment for collaborative collection development: A cost-benefit evaluation of consortia purchasing](#). *Collaborative Librarianship*, 2(4), 183-192.

Due: Nothing

Week 12

Module 12: Resource Sharing

Readings:

Dixon, Jennifer A. (August 2019). [Collaborative collections](#). *Library Journal*, 36-38.

Garofalo, Denise A. (2018). [Tips from the trenches](#). *Journal of Electronic Resources Librarianship*, 30(2), 91-92.

Jurczyk, Eve; Pagotto, Sabrina; Moisil, Ingrid; Grewal, Kalina; Cassady, Samuel; Cato, Jacqueline (2019). [Long-term usage of a consortial PDA collection: If they choose it, will we use it?](#) *Collection Management*, 1-17.

Melanie Shell-Weiss, Annie Benefiel & Kimberly McKee (2017). [We Are All Teachers: A Collaborative Approach to Digital Collection Development](#). *Collection Management*, 42(3-4), 317-337.

O'Gara, Genya & Osterman, Anne C. (2019). [Negotiating on our terms: Harnessing the collective power of the consortium to transform the journal subscription model](#). *Collection Management*, 44(2-4), 176-194.

Peet, Lisa. (2017). [Public Partners – Collaboration](#). *Library Journal*. Retrieved from: <http://lj.libraryjournal.com/2017/04/schools/public-partners-collaboration/>

Borek, D., Bell, B., Richardson, G., & Lewis, W. (2006). [Perspectives on building consortia between libraries and other agencies](#). *Library Trends*, 54, 448-462.

Demas, Samuel & Miller, Mary E. (2012). [Rethinking collection management plans: shaping collective collections for the 21st century](#). *Collection Management*, 37(3-4), 168-187.

Gillies, Scott & Stephenson, Carol (2012). [Three libraries, three weeding projects: collaborative weeding projects within a shared print repository](#). *Collection Management*, 37(3-4), 205-222.

Due: Challenge 5

Week 13

Module 13: International Perspectives

Readings:

Coghlan, Mary and Robertson, Sabina. (2014). [Information Needs of a Young Nation: Rebuilding Library Services in Timor-Leste](#). *Journal of Library Administration*, 54(1), 33-45.

Kelly, Matthew (2015). [Collection Development Policies in Public Libraries in Australia: A Qualitative Content Analysis](#). *Public Library Quarterly*, 34(1), 44-62. **(Instructor's note: this article provides a very interesting comparison point for the Vickery reading from Week One!)**

Khan, Ghalib and Bhatti, Rubina. (2015). [Collection Development Policies and Procedures in the University Libraries of Pakistan: A Provincial Perspective of Khyber Pakhtunkhwa](#). *Pakistan Library & Information Science Journal*, 46(3), 45-54.

Maher, Stephen; Magid, Amani; Frenkel, Matthew (2019). [Think global, act global: Collection development in STEM across an international academic institution](#). *Collection Management*, 44(2-4), 154-163.

Due: Nothing

Week 14

Module 14: Trends & Futures

Readings:

Ali, Muhammad Yousuf, and Gatiti, Peter (2020). [The COVID-19 \(Coronavirus\) pandemic: reflections on the roles of librarians and information professionals](#). *Health Information and Libraries Journal (Online)*.

Gwynn, David; Henry, Tiffany; and Craft, Anna R. (2019). [Collection creation as collection management: Libraries as publishers and implications for collection development](#). *Collection Management*, 44(2-4), 206-220.

Hoffert, Barbara (2019, February). [Circ Shift](#). *Library Journal*, 42-43).

Horava, Tony (2019, July/August). [Collection management: What lies ahead?](#) *Technicalities*, 39(4), 16-21.

Johnson, Peggy (2019, March/April). [Four trends in collection development and management](#). *Technicalities*, 39(2), 2-3.

Krier, Laura; Premo, Rita; Wegmann, Mary (2019). [The future is wide open: Sustainable scholarly communications and affordable learning libraries](#). *Collection Management*, 44(2-4), 164-175.

Levine-Clark, Michael and Emery, Jill (2020). [Collaboration in a time of crisis: Lessons from COVID-19](#). *Collaborative Librarianship*, 12(1), 1-2.

Maher, John. (2020). [Macmillan forms trade management committee to address "key issues"](#). *Publishers Weekly (Online)*.

Pickle, Sarah & Lubas, Rebecca L. (2019). [Crafting an active print collection for the academic library: A case study from the Claremont Colleges Library](#). *Collection Management*, 44(2-4), 348-360.

Posner, Beth (2019). [Insights from library information and resource sharing for the future of academic library collections](#). *Collection Management*, 44(2-4), 146-153.

Reed, Jason B. & Jahre, Benjamin (2019). [Reviewing the current state of library support for open educational resources](#). *Collection Management*, 44(2-4), 232-243.

Soules, Aline (2019). [Textbooks and the library collection](#). *Collection Management*, 44(2-4), 221-231.

Bosman, J. (2011, March 15). [Library e-books live longer, so publisher limits shelf life](#). *New York Times*.

Due: Challenge 6

Week 15

Module 15: Preservation

Readings:

Cason, M. (2020). [Archives Department acknowledges role in distorting Alabama's racial history](#). Retrieved from: <https://www.al.com/news/2020/06/archives-department-acknowledges-role-in-distorting-alabamas-racial-history.html>

Poole, A.H. (2017). [Pinkett's Charges: Recruiting, Retaining, and Mentoring Archivists of Color in the Twenty-First Century](#). *American Archivist*, 80(1), 103-134.

Spindler, Robert P. (2011) [Electronic records preservation](#). In *Encyclopedia of Library and Information Sciences, Third Edition*, 1682-1688.

Wu, Michelle M. (2019). [Shared collection development, digitization, and owned digital collections](#). *Collection Management*, 44(2-4), 131-145.

Due: Collection Development Plan Pieces 1 to 4

EXPECTATIONS, GUIDELINES, AND POLICIES

Deliverables

You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline. Extensions to due dates are granted if made prior to the due date, or under extenuating circumstances.

For citation purposes, all MLIS students use the 7th edition of the *Publication Manual of the American Psychological Association*. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at uits.iupui.edu or 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

Attendance

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the assignments, quizzes, and projects on time, which is your attendance.

Incompletes

Incompletes are not automatically granted. You may arrange a grade of “I” or incomplete for a course with an instructor for special circumstances. Students need to have completed the majority of course work (75%+) at an acceptable level of achievement. You and the instructor must agree upon the terms for completing the course. Students who have multiple incompletes (2 or more) will be blocked from registering for additional LIS courses until there is only one (or zero) outstanding incomplete, or the student presents the department chair with a plan of action for completing all incompletes in a timely way.

Deadlines for the work for an incomplete to be finished are at the instructor’s discretion. The deadline can be no longer than 1 year from the end of the semester, but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one year. See: Student Central: Incompletes (studentcentral.iupui.edu/grades-progress/incompletes.html)

GRADING SCALE

Grade	Description
A (100% to 96%)	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.
A- (95.9% to 90%)	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ (89.9% to 87%)	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B (86.9% to 84%)	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- (83.9% to 80%)	Marginal work. Student performance demonstrates incomplete understanding of course materials.

Grade	Description
C+ through C- (79.9 % to 70%)	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F (69.9 % >)	Student has failed the course. An incomplete is not an available option.

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

Grades will be assigned based on the [IUPUI grading scale](#).

- A+ 97–100% Professional level work, showing highest level of achievement
- A 93–96.99% Extraordinarily high achievement, quality of work; shows command of the subject matter
- A– 90–92.99% Excellent and thorough knowledge of the subject matter
- B+ 87–89.99% Above average understanding of material and quality of work
- B 83–86.99% Mastery and fulfillment of all course requirements; good, acceptable work
- B– 80–82.99% Satisfactory quality of work
- C+ 77–79.99% Modestly acceptable performance and quality of work
- C 73–76.99% Minimally acceptable performance and quality of work
- C– 70–72.99% Unacceptable work (Core course must be repeated for credit)
- D+ 67–69.99% Unacceptable work (Course must be repeated for credit)
- D 63–66.99% Unacceptable work
- D– 60–62.99% Unacceptable work
- F Below 60 Unacceptable work

No credits are granted for a grade below C.

MLIS PROGRAM OUTCOMES

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to meet the program outcomes.

See [M.L.I.S. Program goals](http://soic.iupui.edu/lis/master-library-science/learning-outcomes/): (soic.iupui.edu/lis/master-library-science/learning-outcomes/)

ALA CORE COMPETENCIES

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to meet the ALA standards.

See: [ALA Core Competences of Librarianship](#)

(www.ala.org/educationcareers/sites/ala.org.ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to [The Code of Student Rights \(studentcode.iu.edu/\)](#)

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests \(plagiarism.iu.edu\)](#).

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*).

Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
 - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

- d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
 - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
 - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
 3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
 - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
 - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - directly quoting another person's actual words, whether oral or written;
 - using another person's ideas, opinions, or theories;
 - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - borrowing facts, statistics, or illustrative material; or
 - offering materials assembled or collected by others in the form of projects or collections without acknowledgment
 - c. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
 - d. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

- e. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy \(studentcentral.iupui.edu/register/administrative-withdrawal.html\)](http://studentcentral.iupui.edu/register/administrative-withdrawal.html)
2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an

exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.

5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the [CAPS website \(iupui.edu/health-wellness/counseling-psychology/\)](http://iupui.edu/health-wellness/counseling-psychology/)
6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services \(AES\) \(diversity.iupui.edu/offices/aes/index.html\)](http://diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.
8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU \(protect.iu.edu/emergency-planning/emergency-contact/iupui.html\)](http://protect.iu.edu/emergency-planning/emergency-contact/iupui.html).
10. **University policies:** Numerous policies governing IU faculty and students may be found at [University Policies \(policies.iu.edu/categories/academic-faculty-students.html\)](http://policies.iu.edu/categories/academic-faculty-students.html).
11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Register: Get ready to take classes \(studentcentral.iupui.edu/register/index.html\)](http://studentcentral.iupui.edu/register/index.html).
12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [You have the right to observe religious holidays \(studentcentral.iupui.edu/calendars/holidays/index.html\)](http://studentcentral.iupui.edu/calendars/holidays/index.html).

13. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence \(stopsexualviolence.iu.edu/\)](http://stopsexualviolence.iu.edu/)
15. **Student advocate:** The Office of Student Advocacy and Support assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit [Office of Student Advocacy and Support \(studentaffairs.iupui.edu/advocacy-resources/index.html\)](http://studentaffairs.iupui.edu/advocacy-resources/index.html).

MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.