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.

Course Assumptions

The following entry skills are required for this course:

- Demonstrate technology skills including use of productivity tools (i.e., word processing and 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 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 to materials.
- Evaluate library collections.
- Determine the value of sharing resources.

ASSESSMENTS

Revised Bloom's Taxonomy (RBT)

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)

Learning outcomes are assessed in the following areas:

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – **Major emphasis**
2. Communicate effectively with their peers, their clientele, and the public – **Moderate emphasis**
3. Think critically and creatively to improve practice in their field – **Some emphasis**
4. Meet all ethical standards established for the discipline.

Learning Outcomes

<table>
<thead>
<tr>
<th>Upon completion of this course students will be able to...</th>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate a collection development plan.</td>
<td>6</td>
<td>1</td>
<td>Collection Development</td>
</tr>
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</table>

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<table>
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<tbody>
<tr>
<td>Select materials in various formats based on an institution's plan.</td>
<td>5</td>
<td>1</td>
<td>Challenge 1, 4</td>
</tr>
<tr>
<td>Handle challenges to materials.</td>
<td>4</td>
<td>1,2</td>
<td>Challenge 3</td>
</tr>
<tr>
<td>Evaluate library collections.</td>
<td>5</td>
<td>1,2</td>
<td>Challenge 2, 5</td>
</tr>
<tr>
<td>Determine the value of sharing resources.</td>
<td>5</td>
<td>1</td>
<td>Collection Development plan</td>
</tr>
</tbody>
</table>

### Course Materials

**Required Textbook**


**Required Online Materials**

The course materials will be accessed through Canvas. Many times, the links will take you to www.Eduscapes.com, LIS Professor 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

Descriptions for Course Assignments will be located in the corresponding module.

**You must include materials from the readings/modules in each assignment.**

**You must include all sections of the assignment. I deduct points for missing pieces to the assignment.**

**You must provide a well-written response post. This means that you should write full paragraphs and include your own opinion beyond...” I like.”**

### Course Modules

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

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

**A: Outstanding achievement. (93 –100)** 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. (90-92)** 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. (86-89)** 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. (82-85)** Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

**B-: Marginal work. (78-81)** Student performance demonstrates incomplete understanding of course materials.

**C+, C, C-: (75-77); (71-74); (68-70)** 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 loss 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.

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.

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.

S502 Summer 2018-- Course Schedule

Week 1: May 7 to May 11: Module 1: Introduction

Read:
Lecture Notes Module One: http://eduscapes.com/collection/1.htm or on Canvas

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Johnson. Chapters 1, 2, and Appendix A.


Recommended readings:


Due by 5/11: Introduction Discussion

Week 1: May 7 to May 11: Module 2: Planning & Policies

Read:
Lecture Notes Module Two: http://eduscapes.com/collection/2.htm or on Canvas

Johnson. Chapter 3 (except for the Budgeting Section), Appendix C.


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**Due 5/11: Challenge 1**

**Week 2: May 12 to May 18: Module 3: Collection Analysis**

*Read:*
Lecture Notes Module 3: [http://eduscapes.com/collection/3.htm](http://eduscapes.com/collection/3.htm) or on Canvas

Johnson. Chapter 4.


**Recommended Readings:**


**Due 5/18: Challenge 2**

**Week 2: May 12 to May 18: Module 4: Selection**

*Read:*

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Lecture Notes Module Four: http://eduscapes.com/collection/4.htm or on Canvas

Johnson. Appendix B


Hoffert, Barbara (September 1, 2007). Who’s selecting now? As Phoenix Public Library boldly passes on selection responsibilities to its vendors, some libraries follow - and others dig in. Library Journal, 40.


Week 2: May 12 to May 18: Module 5: Censorship

Read:
Lecture Notes Module Five: http://eduscapes.com/collection/5.htm or on Canvas

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!)


Recommended Readings:

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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 5/18: Collection Development Plan Piece 1*

**Week 3: May 19 to May 25: Module 6: Formats**

*Read:*


Enis, Matt (November 15, 2012). *DVD circ holds steady; even as streaming grows, many factors have helped libraries maintain DVD circulation. will it last?* *Library Journal*, 137(19), 38.


**Recommended Reading:**

Week 3: May 19 to May 25: Module 7: Electronic Resources

Read:
Lecture Notes Module 7: [http://eduscapes.com/collection/7.htm](http://eduscapes.com/collection/7.htm) or on Canvas


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


**Recommended Readings:**


*Due 5/25: Challenge 3*

Week 3: May 19 to May 25: Module 8: Acquisitions
Read:
Lecture Notes Module 8: [http://eduscapes.com/collection/8.htm](http://eduscapes.com/collection/8.htm) or on Canvas


*Due: 5/25: Collection Development Plan Piece 2*

**Week 4: May 26 to June 1: Module 9: Budgeting**

Read:

Johnson. Chapter 3 – Budgeting Section


**Recommended readings:**


Due 6/1: Challenge 4

Week 4: May 26 to June 1: Module 10: Deselection

Read:
Lecture Notes Module 10: [http://eduscapes.com/collection/10.htm](http://eduscapes.com/collection/10.htm) or on Canvas

Johnson. Chapter 5.


Recommended readings:


Week 4: May 26 to June 1: Module 11: Evaluation

Read:
Lecture Notes Module 11: [http://eduscapes.com/collection/11.htm](http://eduscapes.com/collection/11.htm) or on Canvas

Johnson. Chapter 7


Recommended readings:


(*moved from module 12*)

*Due by 6/1: Collection Development Plan Piece 3*

**Week 5: June 2 to June 8: Module 12: Resource Sharing**

*Read:*

Lecture Notes Module 12: [http://eduscapes.com/collection/12.htm](http://eduscapes.com/collection/12.htm) or on Canvas

Johnson. Chapter 8.


Recommended readings:


*Due by 6/8: Challenge 5*

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Week 6: June 9 to June 15: Module 13: International Perspectives

Read:
Lecture Notes Module 13: on Canvas

Required readings:


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!)

Due by 6/15: Challenge 6

Week 6: June 9 to June 15: Module 14: Preservation

Read:
Lecture Notes Module 14: http://eduscapes.com/collection/14.htm or on Canvas


Week 6: June 9 to June 15: Module 15: Trends & Futures

Read:
Lecture Notes Modules 15: http://eduscapes.com/collection/15.htm or on Canvas


*Due by 6/15: Collection Development Plan Pieces 1 to 4*