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.

Course Materials

Required Online Materials
The course materials will be accessed through Canvas. Readings are linked to downloadable PDFs when possible.

ASSESSMENTS

Learning Outcomes

<table>
<thead>
<tr>
<th>Upon completion of this course students will be able to...</th>
<th>RBT</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate a collection development plan.</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>Collection Development plan</td>
</tr>
<tr>
<td>Select materials in various formats based on an institution's plan.</td>
<td>5</td>
<td>1</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>4</td>
<td>Challenge 3</td>
</tr>
<tr>
<td>Evaluate library collections.</td>
<td>5</td>
<td>1, 2</td>
<td>5</td>
<td>Challenge 2, 5</td>
</tr>
<tr>
<td>Determine the value of sharing resources.</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>Collection Development plan</td>
</tr>
</tbody>
</table>

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.

LIS Program Learning Outcomes (PLO)

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

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.”

Late assignments can be submitted for partial credit but will be docked one point per day.

Course Modules

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

S502 Fall 2020 -- Course Schedule

Week 1
August 24 – August 29
Module 1: Introduction
Readings:


Due by 8/29: Introduction Discussion

Week 2
August 30 – September 5
Module 2: Planning & Policies

Readings:


*Due 9/5: Challenge 1*

**Week 3**

**September 6 – September 12**

**Module 3: Collection Analysis**

**Readings:**


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Due 9/12: Challenge 2

Week 4

September 13 – September 19

Module 4: Selection

Readings:


*Due 9/19: Collection Development Piece 1*

**Week 5**

**September 20 – September 26**

**Module 5: Censorship**

**Readings:**


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!)*


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 9/26: Challenge 3*
Week 6

September 27 – October 3

Module 6: Formats

Readings:


Due 10/3: Collection Development Piece 2

Week 7

October 4 – October 10

Module 7: Electronic Resources

Readings:


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 10/10: Challenge 4*

**Week 8**

**October 11 – October 17**

**Module 8: Acquisitions**

**Readings:**


Due: 10/17: Nothing

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**Week 9**

**October 18 – October 24**

**Module 9: Budgeting**

**Readings:**


Due 10/24: Collection Development Piece 3

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**Week 10**

**October 25 – October 31**
Module 10: Deselection

Readings:


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.


Due by 10/31: Nothing

Week 11

November 1 – November 7

Module 11: Evaluation

Readings:


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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.


*Due by 11/7: Nothing*

**Week 12**

**November 8 – November 14**

**Module 12: Resource Sharing**

**Readings:**


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.


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*Due by 11/14: Challenge 5*

**Week 13**

**November 15 – November 21**

**Module 13: International Perspectives**

**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 10/21: Nothing*
**Week 14**

**November 30 – December 5**

**Module 14: Trends & Futures**

**Readings:**


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.


*Due by 12/5: Challenge 6*

**Week 15**

**December 6 – December 12**

**Module 15: Preservation**

**Readings:**


*Due by 12/12: Collection Development Plan Pieces 1 to 4*

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**EXPECTATIONS, GUIDELINES, AND POLICIES**

**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.
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (100% to 96%)</td>
<td>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.</td>
</tr>
<tr>
<td>A- (95.9% to 90%)</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+ (89.9% to 87%)</td>
<td>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.</td>
</tr>
<tr>
<td>B (86.9% to 84%)</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B- (83.9% to 80%)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C (79.9 % to 70%)</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F (69.9 % &gt;)</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
</tbody>
</table>

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).
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 MLIS Program goals: (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.educationcareers/files/content/careers/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). To detect plagiarism instructors apply a range of methods.

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)

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/)

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), 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).

10. **University policies:** Numerous policies governing IU faculty and students may be found at University Policies (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).

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).

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/).

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).

**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 improvem