Course Syllabus
Spring 2021

LIS S502
Acquisitions & Management of Knowledge & Information
Indiana University-Purdue University at Indianapolis (IUPUI)
School of Informatics and Computing - Dept. of Library and Information Science

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 an information institution collection in an academic, school, public, and/or special collection setting. It will be taught entirely online including web-based readings and resources, threaded discussions, and online presentations and activities.

Course Information

Credit Hours	3
Instructor	Annette Lamb, Ph.D.
	P.O. Box 206 Teasdale, Utah 84773
	Email me for phone or video conferencing (Zoom) information
	alamb@eduscapes.com or anlamb@iupui.edu
Instruction Mode	This course is offered online only.
Key Documents	Syllabus (PDF)
	Course Calendar (PDF)
	Challenge Assignments (PDF)
	Collection Development Plan (PDF)

Course Assumptions

This course makes the assumption that students are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students should feel free to e-mail or arrange a chat with the instructor if they wish.

The following entry skills are required for this course:

- Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentation), 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.

Learning Materials

Each person approaches the course in a different way depending on his or her personal and professional interests and experiences. Rather than dictating all of the required readings, this course provides flexibility by allowing you to choose areas where you'd like to explore in-depth.

Canvas Course Modules
All course materials can be accessed through Canvas. Each module contains the following components:

- **Overview Page**:
  The overview includes an introduction, learning objectives, and an overview of activities associated with the module.

- **Lesson Page**:
  Each lesson includes a video presentation and a document you need to read and explore. These lessons are written by the instructor specifically for this course and contain background information, key ideas, examples, and opportunities to practice skills related to the content. You'll find lots of links to useful websites, articles, examples, and other professional materials. You'll need to decide how deep you want to explore beyond the lesson itself.

- **Read & Reflect Page**:
  This section starts with ideas and experiences from your instructor. Having been active in the library and information profession for nearly 40 years, I have lots of experiences to share. Next, you'll be asked to choose from a set of articles connected with the lesson

theme. The course is updated with new articles each year. However, I've left some of the older articles as options because they focus on timeless concepts. Finally, you'll be asked to work on the course assignments.

Optional Textbook
While some of you are new to library and information science, others have years of experience. If you're new to the discipline, you may wish to use a traditional textbook to supplement your learning experience and fill in gaps. Unfortunately these books are expensive, so they aren't required.

Gregory, Vicki L. (2019). *Collection development and management for 21st century library collections: An introduction.* Second Edition. ALA Editions.
This book is in its second edition and focuses specifically on the impact of new technologies on collection development. It's practical and reader-friendly.

Johnson, Peggy (2018*). Fundamentals of collection development and management*, 4th ed. Chicago: American Library Association.
This book is in its fourth edition and and explores the broad range of collections. It's the "classic" approach.

Learning Objectives and Assessments

Students will be able to:

1. Formulate a collection development plan. (RBT 6; PGPL 1; PLOs 1,3,4)
2. Select materials in various formats based on an institution's plan. (RBT 5; PGPL 1; PLOs 1,3,5)
3. Handle challenges to materials. (RBT 4; PGPL 1,2; PLOs 1,4,6)
4. Evaluate library collections. (RBT 5; PGPL 1,2; PLOs 2,3)
5. Determine the value of sharing resources. (RBT 5; PGPL 1; PLOs 4,7)

Course Assignments and Assessments

The Course Calendar (PDF) contains a complete list of due dates for readings and assignments.

The learning objectives (LO) will be assessed through a series of activities and discussions. Course assignments are intended to help you apply the course materials.

This course contains an Introduce Yourself discussion (0 points), six Challenge activities (60 points) and four Collection Development Project Pieces (40 points).

Introduce Yourself Discussion
The **Introduce Yourself** discussion is an ungraded requirement the first week of the semester. In a Canvas discussion post, you're asked to introduce yourself to your peers. Also, share your career plans. If you had lots of money to develop your own personal library collection, what topics, genres, and/or formats would you include?

Challenge Activities
The **Challenge Activities** (PDF) document provides details for each Challenge assignment.

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 (LO 1, 2) (10 points)
- **Challenge 2:** Policies and Analysis (LO 4) (10 points)
- **Challenge 3:** Intellectual Freedom (LO 3) (10 points)
- **Challenge 4:** Selection (LO 2) (10 points)
- **Challenge 5:** Donations, Weeding, and Acquisitions (LO 4) (10 points)
- **Challenge 6:** Legal Issues and Trends (LO 1-5) (10 points)

Collection Development Plan Project
The **Collection Development Plan Project** (PDF) document provides details for completing this four piece assignment.

The **Collection Development Plan Project** (LO 1) is divided into four pieces: CDP1 (5 points), CDP2 (10 points), CDP3 (15 points), and CDP4 (10 points).

The first three pieces will be shared with your instructor in the Canvas Assignment area. The final piece along with the entire finished project will be shared in the Canvas Discussion area where you'll be asked to provide final feedback to a peer.

- **CDP1**: Audience and Mission
- **CDP2**: Intellectual Freedom
- **CDP3**: Selection and Deselection
- **CDP4**: Evaluation, Resource Sharing, and Maintenance

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 96-100
A- 90-96
B+ 87-90
B 84-87
B- 80-84
C 70-80
D 60-70
F below 60

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: Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D: Student has failed the course. An incomplete is not an available option.
F: Student has failed the course. An incomplete is not an available option.

Learning at a Distance

This section provides tips for a successful distance learning experience.

Getting Started

This course is intended to be a practical exploration of acquisitions and management in information institutions. Regardless of your personal, academic, and professional interests, this course is designed to be flexible enough to address the varied needs of students.

Keep in mind that this class contains students with a wide variety of educational, work, life, and technology experience. Try not to compare yourself to other students. Instead, focus on your own strengths and weaknesses. Be sure to email your instructor if you have questions or concerns about the specific projects and how they can better fit your professional needs.

Course Updates

Your instructor will be sending out periodic class updates to review important course information and assignments. Please read these carefully. If you have questions, email your instructor for clarifications or questions. If you think you've missed one of these communications, check the ANNOUNCEMENTS section of Canvas.

Canvas Overview

Since this is an online course, much of the sharing and discussion will happen using the Canvas online learning environment. However since you'll be experiencing many different technologies in this course, be sure to read the activity guidelines carefully to determine where projects should be shared.

We'll be using the university's Canvas system to share assignments and ideas. Go to http:// Canvas.iu.edu and enter your login and password to enter the system. Inside Canvas you'll find the following elements for our course:

2) The ANNOUNCEMENTS is the place where I'll be posting assignments, due dates, assignment ideas, and debriefing each assignment.
3) The GRADES is a place where you can track your progress. I will be posting grades and comments in this area.
4) The PEOPLE shows the class list. You may wish to update your personal profile.
5) The SYLLABUS shows our course syllabus.
6) The MODULES are where you'll find the course materials.
7) The DISCUSSIONS area is where you'll be sharing and discussing your projects.
8) The ASSIGNMENTS is where you'll post some assignments.
9) The CHAT area can be used by anyone who would like a "real time" conversation with the instructor or a classmate.

Virtual Community

The biggest drawback to an online class is the lack of face-to-face communication with your instructor and your peers. I'll be sending out regular course updates that will hopefully help you feel connected to me. I'll be reading your assignments which will help me feel connected to you. We can email personally whenever you have something you'd like to share or discuss.

Personal Web Space

You will be sharing many projects during the semester. Sometimes I'll indicate where they should be stored. At other times, you'll have a choice. The course materials also provide links to free storage space for resources such as videos. Rather than relying on university space, it's a good idea to start thinking about long-term storage of assignments that you might eventually wish to place in your professional portfolio.

You may wish to share your projects and get feedback from classmates before submitting to your instructor. Classmates can help identify typos and missing elements that can impact your grade. By reading the projects of others you can often find ideas that might enhance your own project. Remember this is not a competition, all projects are graded with the same checklist.

Use the following resources to explore sources of web space.
1) **Canvas**. Provides space to store assignments.
   I suggest creating a PDF file to share so your file retains formatting regardless of the software available to the end user.
   So, you can simply attach the file to a message posting. This is fine, but keep in mind the file wouldn't be available outside Canvas if others wish to see it. For example, you might want to share it with a prospective employer or friend. Some assignments must be available on the web.
2) **Google Drive** and **Microsoft Drive**. All students have access to these flexible storage spaces similar to DropBox. This is a good place to store large files. You can set permissions to ensure others have access to your documents.
3) **Personal Space**. Use your own personal or work web space. Most local service providers provide space for personal pages.
4) **Free Web Space**. Use free services such as Google Sites and Weebly for your own personal site.

Assignments

This course contains a series of videos, readings, and activities. A total of 100 points are possible. Your activities and projects will reflect your understanding of the course readings.

Assignments will focus on building specific skills essential in developing effective projects. You are required to complete and share each of these assignments.

Replying to Peers

In many cases, you will be asked to provide a "high quality replies" to your peers. Below you'll find examples of the kinds of "responses" that will be counted. Feel free to "get into" the discussion with as many comments to your peers as you'd like. However to receive your response point(s), be sure that your response is insightful and will help others in their learning. Also, some assignments have specific reply requirements, so be sure to follow directions.

- **Provide technical support or suggestions**. You might provide a tip or suggestion related to use of a website that might help a student expand their project or solve a technical problem.
- **Act on a suggestion**. After reading a comment from a peer, you might decide to add an example, suggest a website address or other resource, or answer a question. Be specific.
- **Provide feedback to others** such as a specific comment or idea along with an example, expansion, or suggestion. In other words, "way to go Susie" is a good start, but won't get you a point. You could even start with "that's crap Susie", however the key is providing positive, constructive criticism or helpful and encouraging advice. Healthy debate is fine, but let's discourage mean-spirited comments. Support your comment with evidence.
- **State an opinion and provide supportive evidence or arguments.** This can be fun because it can really get a discussion going. For example, you might point out why you think a particular project is effective or ineffective. Be sure to be specific and connect to a professional resource.
- **Add an insight.** If you've had an encounter with the topic being discussed, it would be valuable to hear your thoughts and "real world" experiences. This should be more than "I'll use the idea in class." How and why will you use the idea? Would the idea work in another area? How or why?

Assignment Formatting

It is recommended that you write your assignment in a word processor, then paste it into an Canvas posting. Or, even better attach a PDF file. Canvas has been known to crash, so it's a good idea to have a back up of your text.

Preferred Approach: Provide a quick introduction to your project, then attach a PDF file (or Word document) to your posting. Be sure to double-check that your file attachment works.

DO NOT submit projects in Publisher because some students do not have access to this software. Also, **DO NOT** use the Web Archive (.MHT file extension) option in Word. It does not work with all versions. If you use these packages, please export as a Word file, a web page, or as a PDF file.

In many cases, it's useful to have a "screen shot" to demonstrate how a software package is used. Here are the directions for making a graphic that can be pasted into Word or attached to an assignment.

Macintosh Screen Capture. If you have Mac OSX, it's easy to use the built-in key commands for grabbing a screen.
- Press Command (Apple)-Shift-4. The cursor turns into a cross.
- Select the area of the screen you wish to capture. The screen is captured and saved as a PDF file called Picture 1 on your hard drive.
- If you hold down the Control key in addition to the Command (Apple)-Shift-4 and select an area of the screen, the image is stored on the clipboard.
- If you have Mac OSX, you can also use the Grab Utility. This allows you to capture windows that are open.
- Open Grab (located in Applications/Utility).
- Choose Capture > Timed Screen.
- When the Timed Screen Grab dialog opens, click Start Timer.
- Click the menu you want to capture and keep the mouse button pressed until the Timer Screen Grab dialog closes and the picture appears.
- Use the Grab preferences for option options such as showing the pointer.

Windows Screen Capture. The PRINT SCREEN key allows you to capture the Desktop or individual windows. You'll have to look for this key on your keyboard, it's placement varies with the type of keyboard.
To capture the entire screen:
- Press the PRINT SCREEN key if you have one. The image will be placed on the clipboard.
- Open an application such as Microsoft Word, pull down the Edit menu and choose Paste. Or, press Ctrl-V to paste.
- To capture the current window on your screen:
  - Press the ALT + PRINT SCREEN key. The current window will be placed on the clipboard.

Department, School & University Guidelines

Expectations, Guidelines, and Policies

Attendance
The course will be taught entirely online. There are no required face-to-face or synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor as needed.

Students must participate in all class activities and complete all course assignments to complete the course.

Late and Incomplete Work
All assignments are due by MIDNIGHT EST on the dates listed. A couple extra hours beyond midnight is okay if you're working late or have computer problems. One advantage of this type of course is flexibility. However based on the instructor's experiences teaching online, it's important to establish due dates. The due dates are provided to ensure that all students are successful in this course.

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 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. See: IUPUI Registrar: Grade of Incomplete (registrar.iupui.edu/incomp.html)

Your Questions, Concerns, and Comments
Please do not hesitate to contact the instructor directly viaCanvas 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 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

MLS Program, Graduate Program and ALA Competency Connections

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:

- Connect Core Values and Professional Ethics to Practice
- Facilitate Engagement in the Information Ecosystem
- Curate Collections for Designated Communities
- Lead and Manage Libraries, Archives and Other Information Organizations

- Organize and Represent Information
- Conduct Systematic Research to Inform Decisions
- Innovate Professional Practice with Information Services and Technology

This course is connected to the Principles of Graduate and Professional Learning in the following areas:

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

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:
- Foundations of the Profession
- Information Resources
- Technological Knowledge and Skills
- Reference and User Services
- Administration and Management

ACRL Framework for Information Literacy
The ACRL Framework for Information Literacy is woven throughout our curriculum. The frames highlighted below have been incorporated directly into this course.

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 <u>ACRL Framework for Information Literacy</u>.

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://studentcode.iu.edu/.

Other University 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 (registrar.iupui.edu/withdrawal-policy.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. **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 (studentaffairs.iupui.edu/health-wellness/counseling-psychology/)
5. **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.

6. **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) (aes.iupui.edu/) 317-274-3241.

7. **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.

8. **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)

9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at IUPUI Course Policies (registrar.iupui.edu/course_policies.html)

10. **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 Administrative Policy: No Class Attendance without Official Enrollment (registrar.iupui.edu/official-enrollment-class-attendance.html)

11. **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 IUPUI Policy on Religious Holidays (registrar.iupui.edu/religious.html).

12. **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.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit Stop Sexual Violence (stopsexualviolence.iu.edu/)

14. **Student advocate:** The Student Advocate 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 Division of Student Affairs (studentaffairs.iupui.edu/advocate)

IUPUI Course Policies

A number of campus policies governing IUPUI courses may be found at the following link: **Course Policies** (registrar.iupui.edu/course_policies.html)

See the Important Supplement for IUPUI Syllabi (.pdf). This link is also automatically inserted at the top of the Canvas Syllabus page. This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)

IUPUI 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.

IUPUI Values Statement

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.