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.

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 cite at least once source from the readings/modules in each assignment. Failure to do so will result in .50 deduction.

You must include all steps in 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 modules 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.

**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.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</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-</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+</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</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-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</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</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
</tbody>
</table>
Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year: http://registrar.iupui.edu/incomp.html

Administrative withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. 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 http://registrar.iupui.edu/withdrawal-policy.html

MLS 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:

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users

ALA MLS COMPETENCIES

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

1. Foundations of the Profession
   1A. The ethics, values, and foundational principles of the library and information profession.
   1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
   1C. The history of libraries and librarianship.
   1D. The history of human communication and its impact on libraries.
   1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
   1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
   1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of
expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

6. Research

6A. The fundamentals of quantitative and qualitative research methods.

6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

7. Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8. Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Related to Principles of Graduate and Professional Learning

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

• Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
• Communicate effectively with their peers, their clientele, and the general public
• Think critically and creatively to improve practice in their field
• Meet all ethical standards established for the discipline

COURSE EVALUATION POLICY

Course Evaluation Policy: 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 through Canvas. 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. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

STUDENT 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 > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd 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, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

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.
   1. 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.
   2. 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.
   3. 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.
   4. 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.
5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

7. 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.

8. 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.
   1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
   3. 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.
   4. 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.
   5. 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.
IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

Email

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Campus policy:

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. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu for more information.

Administrative Withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. 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.

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.

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.

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**S502 Spring 2018-- Course Schedule**

**Week 1: January 11 to January 17: Module 1: Introduction**

*Read:*

Lecture Notes Module One: [http://eduscapes.com/collection/1.htm](http://eduscapes.com/collection/1.htm)

Johnson. Chapters 1, 2, and Appendix A.


*Due by 1/17: Introduction Discussion*

**Week 2: January 18 to January 24: Module 2: Planning & Policies**

*Read:*

S502 / Course Information and Syllabus / Spring 2018 / Tandy
Lecture Notes Module Two: [http://eduscapes.com/collection/2.htm](http://eduscapes.com/collection/2.htm)

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


Due 1/24: Challenge 1

**Week 3: January 25 to January 31: Module 3: Collection Analysis**

*Read:*


Johnson. Chapter 4.


Due 1/31: Challenge 2

**Week 4: February 1 to February 7: Module 4: Selection**

Read:


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*.


Due 2/7: Collection Development Plan Piece 1

**Week 5: February 8 to February 14: Module 5: Censorship**

Read:

Lecture Notes Module Five: [http://eduscapes.com/collection/5.htm](http://eduscapes.com/collection/5.htm)


Due 2/14: Challenge 3
Week 6: February 15 to February 21: 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.


Due 2/21: Collection Development Plan Piece 2

Week 7: February 22 to February 28: Module 7: Electronic Resources

Read:

Lecture Notes Module 7: http://eduscapes.com/collection/7.htm


*Due 2/28: Nothing*

**Week 8: March 1 to March 7: Module 8: Acquisitions**

*Read:*


*Due: 3/7: Challenge 4*

**Week 9: March 8 to March 14: Spring Break**

**Week 10: March 15 to March 21: Module 9: Budgeting**

*Read:*


Johnson. Chapter 3 – Budgeting Section


*Due 3/21: Nothing*

**Week 11: March 22 to March 28: Module 10: Deselection**

*Read:*

Johnson. Chapter 5.


Due by 3/28: Challenge 5

Week 12: March 29 to April 4: Module 11: Evaluation

Read:


Johnson. Chapter 7


Due by 4/4: Collection Development Plan Piece 3

Week 13: April 5 to April 11: Module 12: Resource Sharing

Read:


Johnson. Chapter 8.


Due by 4/11: Nothing This is a good time to conduct your resource sharing interviews due with the final collection plan

**Week 14: April 12 to April 18: Module 13: Legal Issues**

*Read:*


Johnson. Chapter 9.

Due by 4/18: Challenge 6

**Week 15: April 19 to April 25: Module 14: Preservation**

*Read:*


Due by 4/25: Nothing Please work on plans

**Week 16: April 26 to May 2: Module 15: Trends & Futures**

*Read:*


*Due by 5/3: Collection Development Plan Pieces 1 to 4*