

**LS 530 COLLECTION DEVELOPMENT
SUMMER SEMESTER I 2008**

Course Number is a required course for the Masters of Library Science and Learning Resources Endorsement.
**College of Education
Department of Library Science**

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Text/Readings: Bishop, Kay. 2007. *The Collection program in schools; concepts, practices, and information sources*. 4th ed. Libraries Unlimited. Note: 3rd ed. also may be used.

Blackboard course documents; mailed paper resources.

Course Description: Principles of selection of library materials and procedures involved in building collections for all types of libraries, archives, and information centers. Includes latest technological developments, research theories, and site-based applications. Core course.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <u>AASL Standards</u>
The student:			
Demonstrates effective use of current and relevant information processes and resources, including emerging technologies.	Engages in online discussion groups focused on theory, research, and practice-based applications. Researches individual theories and collaborates with field professionals to present a learning theory.	Online discussion. Written assignment; professional interview transcription.	II.1, II.2, II.3, II.7, II.8, II.9, II.11, III.1 1.1
Provides leadership in the promotion of ethical and legal principles of education and librarianship.	Participates in online discussions regarding role of educators in addressing controversial issues such as censorship and copyright. Interacts with library practitionersexperienced in addressing the ethical and legal aspects of collection management.	Online discussion. Copyright discussion assignment. Collection analysis project.	I.1, I.2, I.4, I.7 1.3, 3.2
Utilizes collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society.	Data collection and interpretation—including population sampling, questionnaire surveys, and statistical applications—in assessing media collections. Reports on collection evaluation techniques currently being employed in libraries within online discussion forums.	Online discussion. Collection Mapping project.	III.1 4.1
Reads and uses the professional literature to obtain best practices model relating to collection building	Applies professional journals and reference sources to document theories and data presented in written projects. Contributes learning activities within online discussion forums.	Online discussion. Selection tools and media literacy projects.	II.2 3.3

Web address for state standards:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_...](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_...)

Web address for AASL standards: <http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>.

Web link for *Conceptual Framework*: <http://www.shsu.edu/~ncate/concept.html>.

Course Format:

The content of this course is delivered in a classroom setting and online using Blackboard, the instructor's website, and interactive telecommunications. All students must be enrolled in the Tk20 program to complete the course requirements; anyone not posting Assignment 6 at the Tk20 site will lose a letter on the course grade (e.g., "A" will be changed to a "B" grade).

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Learning fundamental principles, generalizations, or theories.

Important

1. Gaining factual knowledge (terminology, classifications, methods, trends).

Course Content:

Discuss syllabus and assignments

The Library as a Multi-Media System

The Development of a Selection Policy

- A. Advantages of a policy
- B. Components included within a Selection Policy

Intellectual Freedom

- A. Testament to its importance
- B. Historical survey
- C. Characteristics of the censor
- D. Role of the librarian
- E. Defense against censorship

Bibliographic and selection aids

Selection Principles

The Acquisition Process

- A. Delineation of its Facets
- B. Chief Sources for Obtaining Materials
- C. Buying Plans
- D. Obtaining Special Materials: Out-of-Print Items, Microforms, etc.

Annotations, Abstracts, and Reviews

Publishers and Publishing

- A. Print Industry
- B. Audiovisual/Multi-media Sector
- C. Computer Industry

Important Concepts in Collection Development

- A. Weeding/"Negative Selection"
- B. Standards
- C. Copyright
- D. Resource Sharing/Networking

Evaluation of the Collection Building Process

Course Requirements:

1. Evaluation of Collection Development Policies. Select two sample policies; possible sources include (a) existing library documents, (b) published literature, and class/web materials. Include two sections: (a) a checklist of policy documents (available on instructor's website), and (b) an analysis of the effectiveness of the policy based upon its (i) clarity of language/ease of comprehensive (particularly for lay readers), (ii) thoroughness, and (iii) overall organization, and (iv) appropriateness to the library in question. Suggested length: 250-500 words. Due: June 5.

2. Collection Development Policy Writing. Students will compose four sections of a policy: gifts; responsibility statement, resource sharing, and evaluative criteria. Read the Gifts Policy handout (available on instructor's website as a link via the **LS 530 II** button; it includes an overview of concerns that should be addressed by the gifts section of a Collection Development Policy as well as sample statements from a variety of libraries. These samples—in addition to others available online browsers or in area libraries—can be used to construct your own statement. Be sure to identify the type—and level—of library you are addressing, and try being as all-inclusive as possible. Follow the same process (information gathering, writing) for the other three sections (the Resource Sharing component is posted in Blackboard's "Course Documents" rather than the LS 530 II platform on my website). Due: June 9.

AASL/NCATE Standards Addressed:

Standard Three: Collaboration and Leadership

Candidates demonstrated the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. (3.1)

Candidates articulate the role of their professional associations and journals in their professional growth.

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

Assignment Rubric

*Unacceptable – completed sections replicate existing policies; key concepts with each policy component are omitted.

*Acceptable – information is not succinctly presented; sections include needless padding of ideas.

*Target – policy statements match the type of library being addressed; information covers important issues within each component; material well organized and easily understood by lay readers.

3. Evaluation of Materials Exercise. Select one particular type of library (e.g., K-12, elementary school) and then select one particular media title within one of the following format categories: print (e.g., book), audiovisual/multimedia (including Internet databases), microcomputer software. Utilize one evaluation form from any of four options: (1) instructor's website, (2) course handouts, (3) library documents posted on the Internet, or (4) resource obtained from a library visit. Be sure to cite at least one journal review for your selected title—provide full bibliographic citation and note whether the overall assessment is "positive" or "negative" in tone (in "Review" section of form)— as well as selective bibliographies, awards, etc., useful in helping you, the evaluator, come to a decision as to whether or not to include the item in question in your library. Common pitfalls in filling out the forms: itemized grading of evaluative criteria is not complete; full bibliographic data has not been included for each title, and the format designation is not clear (e.g., videotape available only in VHS?, how many CDs included in a given media kit?). Due: June 13.

Components of the Evaluation of Materials Exercise:

1. Selection of information resource for possible addition to the library collection
2. Evaluation of information resource based on professional literature and personal preview
3. Consideration of background factors such as overall collection strength, available of comparable resources, patron needs, etc.
4. Documentation of decision by means of Evaluation of Materials form

AASL/NCATE Standards Addressed:

Standard Four: Program Administration

Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. (4.1)

Candidates support intellectual freedom and privacy of users. (4.1)

Candidates plan for efficient use of resources and technology to meet diverse user needs. (4.1)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

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Assignment Rubric

*Unacceptable – Inappropriate choice of material; failure to cite reviews and related documentation; overall assessment not included; use of inappropriate evaluation form.

*Acceptable – Incomplete grading of evaluative criteria; missing bibliographic data.

*Target – Professional literature cited; evaluation form properly completed; final decision relates to documentation in a logical manner.

4. Treatment of Controversial Materials. Select a particular type of library and subject one controversial title (any format) to the same assessment process employed in the Evaluation of Materials Exercise. The censorship history of the title must be documented on the “Proof of Censorship” line of the evaluation form. The listing of censored titles in the *Newsletter on Intellectual Freedom, Banned Books*, and other print sources may be used for documentation. If citing an Internet source, be sure to include website title and URL. As with Assignment #3, a review (with your own “positive”/“negative” summation of reviewer intent) must be included. Don’t forget to designate whether or not the item being reconsidered will be retained in the library collection. This decision is based on the evaluation of the intrinsic qualities of the work, not the perceived controversy surrounding any efforts at suppressing it. Download the “Reconsideration of Materials Form” from my website (LS 530 button: http://www.shsu.edu/~lis_fwh/reconmat.html). Due: June 13.

5. Basic Selection Tools. Review “Appendix: Resources” in the Bishop text. Select twelve of the listings (including at least 2 journal titles and 2 book-length bibliographies) and evaluate them using the form, “Features to Consider in the Evaluation of a Selection Aid” (handout). More recent and/or alternative titles (not present in the Bishop listing) may be substituted; librarian recommendations can be very helpful. Stay away from Internet tools (unless they duplicate existing print titles), jobber publications, and any sources that are not largely comprised of bibliographic listings and/or reviews. The same library type selected for the Evaluation of Materials Exercise should be employed here. Points to be evaluated include: applicability/balance/value of selected titles, accuracy, and thoroughness of descriptive notes. At least two queries from within each of the Appendix B headings should be addressed; try to focus on the more important of these queries (e.g., the questions concerned with the original date of publication and frequency of new issues/editions within the “publication data” section). The instructor’s website includes a listing of the most important points to consider from the “Features to Consider in the Evaluation of a Selection Aid” handout as well as examples of the assignment applied to selected tools. Due: July 1.

6. Collection Mapping. Read the section entitled “The Collection” from David Loertscher’s *Taxonomies of the School Library Media Program* (Libraries Unlimited, 1988, p. 97+, available in Appendix D mail-out. Select two subject areas relevant to your library type (one general, one specific—use the Library of Congress Subject Headings master list to ascertain the segment of your collection to be measured) and tally their representation within your collection. Plot the data according to Loertscher’s General Collection Map (Part I). Then poll at least six teachers and/or students regarding each of these subjects utilizing Loertscher’s Collection Quality Evaluation Form. Provide a data breakdown comparable to that on page 113 of the Loertscher text (Part II). Finally, provide a concise assessment of each of these subject areas, based upon the evidence you have accumulated (Part III). During Virtual Classroom Session I, the instructor will identify several points in the Loertscher examples that are *not* to be followed.

AASL Standards	Unacceptable 75% and below	Acceptable 76-89%	Target 90-100%
4.1a, 4.1b	Loertscher models not properly translated to collection assessment. Inappropriate topics employed.	Part 3 is only partially successful in assessing the implications of the data outlined in Parts 1-2, and tends to restate the data compiled for these sections. Statistical breakdowns for Parts 1-2 poorly rendered.	Part 1 accurately reflects library holdings. Part 2 effectively communicates respondent opinions. Part 3 effectively assesses the implications of the data collected and organized in Parts 1-2. Part 3 also provides a sound future plan of action.

Optional Assignment #6a: Publishing Trends Paper. The library and publishing worlds have long enjoyed a symbiotic relationship with traditional media such as the book, periodicals, and microforms. However, with the emergence of new media formats in the past generation or so (e.g., 1/2-inch videotapes, laser discs, compact discs, home computer software) this close working relationship has been eroded to a significant degree. Write a concise paper (seven pages or less) outlining the reasons why libraries don’t seem to possess the close ties with producers of these new media that they enjoyed with publishers of the more entrenched formats. Provide arguments as to how this situation might be altered to foster a more cooperative climate in the future. You may concentrate on one particular format type or discuss the new media in general. Be sure to footnote sources.

Optional Assignment #6b: Media Literacy. Locate readings and/or retailers/vendors knowledgeable regarding any 12 software formats relevant to information sources in library collections. Computer/AV hardware (equipment, peripherals, etc., such as tape and disc players/recorders) should only be selected in cases where data storage is part of their architecture and the use of compatible software is inconvenient/impractical at best. Possibilities include:

1. 1/2 inch videotapes
2. palm computers, cellular phone/computer combinations, i-pods, etc.
3. compact discs (CDs) and format spinoffs (e.g., enhanced CDs, CD-ROMs)
4. mini-discs (MDs)
5. digital audio tapes (DATs)
6. DVDs and format variants
7. digital camera, MP3 memory cards (and other forms of audio compression)
8. zip discs
9. super discs
10. jaz cartridges
11. multimedia packages (various combinations of video, audio, print formats)
12. memory cards (various types)
13. jump/pocket/USB drives
14. portable hard drives
15. Amazon's Kindle

Write a summary of each format (the overall coverage should be at least a page per media category), noting

- a. Its specifications (general background information; avoid focusing on a single brand)
- b. potential problems
- c. potential value in an educational/library setting

Due: July 1.

7. Copyright in the School Library Media Center. Select one document—choices can include federal legislation, court decisions, professional committee guidelines, textbook or substantial article, etc.—which provides guidance to librarians/educators in the development of copyright policy. Identify this source (include bibliographic information), and discuss how it might best be utilized in dealing with copyright issues. Provide either instances of past use or hypothetical situations where the source would prove valuable. Due: June 20.

8. Interview/Collection Development Professional. Arrange an interview with school library, district coordinator, or region center collection developer. Identify the participant, participant's position, and write a two-page summary (utilizing a question-and-answer format) of that expert's key responses to the following queries:

- a. What role does intellectual freedom play within your institution's overall scheme of services?
- b. What strategies do you employ in fighting censorship?
- c. What types of censorship are most prevalent within your service area?
- d. Can you profile the individuals and agencies most likely to advocate school/library censorship within your community?
- e. Does your institution possess a clearly defined copyright policy?
- f. Do you perceive copyright abuse to be a major problem within your service area?
- g. How is copyright addressed in relation to collection building and overall library services?
- h. Does your institution possess a written collection development policy?
 - How often is it updated?
 - How is it disseminated to your constituents?
- i. What types of information resources are included in your collection?
- j. What acquisition sources (e.g., jobbers) are utilized by your institution?
- k. What contacts – formal or informal – exist between your institution and others (1) within the district, and (2) throughout the library community regarding resource sharing and networking
- l. What role do professional associations play in your collection building program?

Components of the Interview/Collection Developer Assignment:

1. Student posts contribution
2. Instructor acknowledges posting directly to student, noting status with regard to the overall assignment.
3. Instructor posts general comments (reaction to original posting) intended for all course participants.

AASL/NCATE Standards Addressed:

Standard Three: Collaboration and Leadership

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library community for resource sharing, networking, and developing common policies and procedures. (3.1)

Candidates articulate the role of their professional associations and journals in their professional growth. (3.1)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

Due: June 27.

9. Textbook Annotations. Provide a summary (1 page in length using a double-spaced, 12 pitch, word processing format) of each chapter in the Bishop text. Students may paraphrase liberally from the chapter passages; however, use of an outline format will be discouraged. Due: June 20.

10. Blackboard Discussion Group Participation. Students must make 6 contributions to the various Discussion Group Forums to be posted by the instructor. The contributions can be made in the form of a comment relating to course-related material, profession-based inquiry, response or follow-up to another student’s question or point. Contributions won’t be counted if they essentially paraphrase prior submissions, agree/disagree with a particular point without adding further ideas to the ongoing discussion, or simply pose a question. The instructor will respond directly to the student following each inquiry/contribution in addition to posting observations intended for the group at large, when appropriate. Due: July 3.

11. Blackboard Interview with Jobber Representative. Mackin’s Dianne Meyer will participate in our LS 530 virtual community through her own Forum. She will provide an opportunity for everyone to become more familiar with the special relationship that exists between librarians and the jobbers who supply the resources and services germane to collection building. Each student will be required to submit at least two questions (or open comments) to Dianne which don’t duplicate submission by other class members. As with Assignment 10, the instructor will respond directly to the student following each inquiry/contribution. Dianne will post responses to student inquiries in her Forum (as well as to general messages in the other Forums at her own discretion). Due: July 3.

Evaluation (* indicates field-based activity):	Percentage of Final Grade
1. Evaluation of Collection Development Policies	10 %
2. Collection Development Policy Writing	10
3. Evaluation of Material Exercise	5
4. Treatment of Controversial Materials	5
5. Basic Selection Tools	15
6. Collection Mapping/Publishing Field Paper/Media Literacy	15
7. Copyright	10
8. Interview/Collection Development Professional	5
9. Textbook Annotations	5
10. Blackboard Participation	10
11. Blackboard Interview – Jobber	<u>10</u>
	Total: 100 %

Expectations:

Upon completing this course students will be able to:

1. Develop a partnership with teachers to ensure that the assessment and selection process reflects learner characteristics, learner styles, teaching styles, and instructional strategies (TEXES Competency 001).
2. Apply knowledge of theories, principles, and skills related to collection development (TEXES Competency 005).
3. Develop, implement, monitor, and revise collection management policies and procedures to reflect to school’s philosophy, curriculum and instructional objectives as well as user interests and current holdings (TEXES Competency 003).
4. Ensure unrestricted access to information and ideas needed in a democratic society by promoting intellectual freedom, protecting confidentiality and fostering information security, and following established policies related to censorship and challenges of collection resources (TEXES Competency 005).
5. Document the importance of cooperating and networking among libraries and other information agencies in meeting the information needs of participants in a democratic society, and advocate, initiate, and implement

- formal and informal agreements providing for increased availability and accessibility of information through resource sharing and identifying appropriate external information access points to meet the goals and objectives of the school (TEExES Competency 004).
6. Establish an acquisition process that assures the availability of needed resources (TexES Competency 005).
 7. Identify how the publication or production industry affects collection building in addition to describing the roles of authors, editors, reviewers, distributors, and librarians in this process.
 8. Facilitate the ongoing evaluation of the library holdings, including the inventory and maintenance of resources and equipment (TEExES Competency 005).
 9. Integrate state, regional, and national standards and guidelines for school library media programs into the overall collection management process (TEExES Competency 002).
 10. Apply the copyright law – and related guidelines – within the context of the school media center setting (TEExES Competency 005).
 11. Employ standard collection development tools to ensure that the collection is systematically evaluated for such attributes as quality and inclusiveness (TEExES Competency 005).
 12. Encourage an appreciation of and respect for diversity in collection development so as to ensure that multicultural materials and activities are an integral part of the library media program (TEExES Competency 002).
 13. Integrate useful digital resources within the library holdings (TEExES Competency 006).
 14. Apply appropriate research findings to the school library collection management process.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography:

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Wood, Richard J., and Frank Hoffmann. 1995. *Library collection development policies; A reference and writer's handbook.* Scarecrow. A new version of this work – with an emphasis on automated resources – was published in October 2005. A volume focusing on school librarianship will be published in 2006. Some of the material from this source is available on request.