LIS 524.01W - Developing General and Specialized Collections
COURSE SYLLABUS: Fall 2015

Instructor: Megan K. Beard, MLIS, MS
Office Location: Online
Office Hours: Online M,T,W 7 pm – 8 pm and by appointment
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:
Bishop, Kay. (2013). *The collection program in schools: concepts, practices, and information sources* (5th ed.). Santa Barbara, CA: Libraries Unlimited.

Optional and Supplementary resources:
Hoffmann, Frank W. (2007). *Library collection development policies: school libraries and learning resource centers*. Lanham, MD: Scarecrow Press, Inc.

American Association of School Librarians (2009). *Empowering Learners: Guidelines for School Library Programs.* Chicago: American Library Association.

American Association of School Librarians (1998). *Information power: building partnerships for learning.* Chicago: American Library Association.

ALA's Workbook for Selection Policy Writing
http://www.ala.org/bbooks/challengedmaterials/preparation/workbook-selection-policy-writing

AASL Essential Links: Resources for School Library Program Development – Collection Development - General
**http://aasl.ala.org/essentiallinks/index.php?title=Collection_Development_-_General**

AASL's Standards for the 21st-Century
Learner   **http://www.ala.org/aasl/standards**

Russell, C. [Ed.] (2004). *Complete copyright: An everyday guide for librarians.* Chicago: American Library Association.

Russell, C. (2012). *Complete Copyright for K-12 Librarians and Educators.* Chicago: American Library Association.
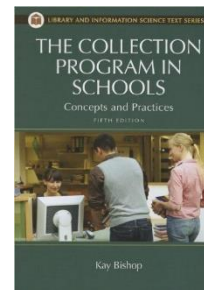
Crews, Kenneth D. (2011). *Copyright Law for Librarians and Educators: Creative Strategies and Practical Solutions*. (3rd rev. ed.) Chicago: American Library Association.

Along with the information in these online course materials and the Bishop text, you will be required to access supplementary reading materials. These include:

- o online resources for writing reviews, examples of collection development/selection policies;
- o journal articles accessible via Texas A&M University-Commerce's e-journals and website;
- o and guidelines for evaluating Web-based resources

Course Description:

This course is designed as an introduction to principles and practices in selecting print and non-print media for school library programs and evaluating media for children and young adults. Included are discussions of weeding, censorship, school community analysis, and school library standards.

Student Learning Outcomes:

1. The student will acquire an understanding of the school library collection development process.

2. The student will learn to evaluate a library collection based on the current school community and curriculum and other factors.

3. The student will recognize, evaluate, and use standard selection aids and review processes, including print, non-print, and networked resources for all types of library materials/resources.

4. The student will acquire an understanding of how to manage censorship, challenged materials, and copyright issues as they relate to local school district policies.

5. The student will acquire knowledge about ordering and processing library materials, including the budget fundamentals.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This class will incorporate active learning techniques and will require a high level of student participation. There will be a small portion of lecture, but class will revolve around threaded discussions allowing for the exchange of ideas and formulation of questions related to the processes of collection development and management, as well as twenty assignments, 2 quizzes and a test. Classmates will reply to at least **TWO** postings each week (see the end of the syllabus for further information about postings - postings which basically say 'I agree' or 'I disagree' will not count as a posting) to create an on-line discussion that expands on the topic(s) and

assignments. The instructor will read all postings and will occasionally jump into the conversation. Since the discussions will be based on each week's assigned readings and assignments, it is important that you complete the reading and assignments so that you will be an informed participant in the discussions. The questions listed under Discussion, below, will be a starting point for the threaded discussions. Currently there are no required synchronous online times. This course will be delivered completely online via eCollege. THIS IS NOT A SELF PACED COURSE!!!!

TECHNOLOGY REQUIREMENTS

This is an online class. Almost all instructional activities and assignments will be delivered and received online using the eCollege learning media platform. All will be online. The following technological resources will be required.

• Access to a computer with Internet access (high-speed preferred)
• Document Productivity Software (Microsoft Office preferred)
• Please submit all written assignments in WORD or WORKS (required)

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: **https://leo.tamuc.edu/login.aspx**.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or **helpdesk@tamuc.edu**.

Please use MyLeo email accounts in this course. If you use other email, you may miss important announcements or information.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to **helpdesk@online.tamuc.org**. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. Contact information for individual departments is available by navigating the information on the university web page (**www.tamuc.edu**). Phone numbers are available by clicking on "Contact Us" link at the bottom left corner of the university web main page. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903.886.5520 (Martha Moore, Educational Leadership department secretary) between the hours of 8:00 am and 5:00 pm, Monday through Friday.

Accessing Library Databases & Tutorials:

Currently enrolled students wanting to access databases from abroad:
1. Install the VPN client software from: **https://vpn.tamuc.edu**.
2. Open the installed VPN application and enter personal login information as follows:
Login: student\(your CWID) (Example: student\12345678)
Password: (enter your myLeo password)
NOTE: The Library databases do not always play well with Internet Explorer 9, so you may want to access them with other browsers like Mozilla Firefox or Google Chrome.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The best way to contact me is via email since I check it daily. A reply will be sent within 12 hours (depending upon the time your message was received). Please limit phone calls to urgent situations.

Another way to interact with me is through a "Virtual Office" that I will set up. It will be under course home and the hours will be the same as my office hours. However, if you want to be assured of my presence, please set up a time/appointment with me in advance.

A "Class Lounge" will also be set up allowing a space for connecting and chatting with your classmates. This space is not limited to discussion about the class. It can be used for socializing. Keep in mind that the rules of Netiquette ("Netiquette") will still be in force in this space, as well as in any communication in this class.

Periodically review (a) updated announcements in eCollege for updated information pertaining to this course, and (b) check your university e-mail account frequently.

ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program *and* the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in ETEC and LIS program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the eportfolio. This includes courses from other departments

and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For LIS 524, the required artifacts are:

·　Community Analysis assignment

·　Copyright and Ethical Issues scenarios assignment

·　Collection Development Plan

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamuc.edu for more information about the program's portfolio requirement.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

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Course Specific Procedures:

Assignment policy:

1. All assignments (unless otherwise specified) are placed in the dropbox under the correct unit number. Assignments graded in the drop box are automatically posted in the grade book.

2. Font should be black and something like Arial, Times New Roman, Verdana, etc. – nothing too fancy or intricate.

Citizenship: All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (see Students Guide Handbook, Policies and Procedures, Conduct).

Courtesy: It is my belief that if we call ourselves professionals, then we should act accordingly. I would ask you to keep this in mind as you participate in class. Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Late Work: All assignments are due by midnight of the last day of the week assigned, with a few exceptions, which will be noted.

Plagarism: Plagarism WILL NOT BE TOLERATED and will result in an automatic "**F**" for the course. Various versions of your work and papers may be run through *TurnItIn* software to verify authorship authenticity, as well as to assist you in seeing possible areas that might be unintentionally plagiarized and allow for editing your work.

Scholarly Expectations: All work submitted for credit must be original works created by you— the scholar—for this class setting. All work that is created by another that you use in your work must be cited appropriately. You may use any style guide (Chicago, Turabian, APA, MLA, etc.) with which you are familiar, providing there is consistency within each assignment. It is my

expectation that any work you produce for this class be of high quality and represent the skills and behaviors of an excellent academic scholar demonstrating passion for the field.

Spelling and grammar: Please don't be offended if I mark up occasional misspellings or grammatical errors on your papers. I am a little compulsive about that sort of thing and can't help myself. I will not subtract points, except if a profusion of errors results in a less than professional product.

Dropping the Class: At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades: Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

University Specific Procedures:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

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Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Proposed Class Schedule:

Hot Tip of LIS 524:

Once during the semester, a student will post one "tip" for the rest of the class. This could be a great website, a resource, a professional book, a great technique you saw in class, etc. Bottom line--something that could be a big help to your fellow classmates! In a **brief message** (a space will be set up for these tips)**,** share your tip. You can post more than once, but it is not required, and you will only receive the 5 points for posting the first post. You will be sent an email explaining when, and how, to access the site set up for **Hot Tips.** This site will remain available for several months after the class ends, in case you want to go back and check for a tip that you vaguely remember.

WEEK 1 - Introduction to the Course; Outline of Collection Development

Getting to know you – Put the following information in the Threaded Discussion by **November 3rd**:

Name: Indicate what you would like to be called when we talk. This is especially important if the name you wish to be called differs from the name on your course registration. If you're listed as Melanie, but you prefer Dawn (your middle name), you need to tell us. We won't know if you don't tell us. Tell the class where you are from, the title of your favorite book or movie, or what you like to do on Sundays.

Experience in Education: How many years (optional)? Doing what? What age students?

Current Job, If Any: Be sure to let me know if you are not working in a school. It doesn't make the course impossible, but adjustments will need to be made.

DISCUSSION:

What are the basic issues/concerns in collection development?

What questions should be addressed in examining collection development models?

Why should a library consider having a written collection development policy?

What functions does such a policy perform?

What are the essential parts of a collection development policy?

Can you suggest additional content that has not appeared in the policies you have examined?

READ:

Chapters 1-2 plus 4-5 of the Bishop textbook

School Library Programs: Standards and Guidelines for Texas **https://www.tsl.state.tx.us/ld/schoollibs/sls/introduction.html**

ASSIGNMENT:

1. Journal Articles –

> View Gee Library presentation on accessing information through online databases. [This presentation will cover accessing journal articles related to school library material selection/collection development issues and reviews of K-12 materials in recommended selection tools.]
>
> Purposes: a) to acquaint students with current issues/topics related to school library collection development, b) to have students apply database searching techniques to find journal articles related to school library material selection/collection development issues and c) to have students apply database searching techniques to find reviews of K-12 materials in recommended selection tools.
>
> > **A**. Locate journal articles with topics/issues related to collection development in a school media center.
> >
> > **B**. Read and summarize an article. Prepare a reaction as to how you would use this information, whether you agree or disagree, etc. Your total response should be one to two pages with a complete bibliographic entry at the top of the page. – NOTE: You may use whatever citation style that you like (i.e. MLA, APA, etc.), I just want to be sure that the basics are included in the citation.

2. Critique of Collection Management Policies. Each student will be directed to obtain a copy of a Collection Management Policy from an existing library. The contents of the policy will then be evaluated according to its (a) organization and ease of use, (b) thoroughness and appropriateness of sections, and (c) usefulness in furthering the given library's collection building agenda. The discussion of each policy should consist of a minimum of 350 words. If your school library has these policies, you may use those policies, otherwise there are several available on the internet (**see** Chapter 5's Helpful Websites).

3. Choose one book from list of: Challenged or Censored Books. You will need to have this book read for the Week 7 assignment. **PLEASE NOTE:** Your chosen book cannot have an original copyright date before 1980 (in other words, you cannot use anything written before 1980). I know that this will disappoint some of you (I have some old favorites too), but the titles written before 1980 will not allow you to complete your Week 12 assignment.

4. Create an account with 1-2 school library vendors. If you are not currently at a school library, you can set up an account with these companies. The companies know that students set up accounts, so just fill out a profile for each company. You will not need to actually order something. The vendors are:

Follet Library Resources
http://www.titlewave.com
Click Login and fill out profile. In Title box, Select MLS/Library Science Student

Bound to Stay Bound
http://www.btsb.com
Select Login, then Register Now. Fill out the profile and use MLS Library Student for Title/Position.

Permabound Books
http://www.permabound.com
Click New Account (in upper ribbon). In the Register for an Account, select Other for Title.

Mackin Educational Resources
http://www.mackin.com/corp/landing.html
Click on Register in the upper right corner. For Job Title, use College Student.

This site has changed so you may try using it, but your instructor makes no guarantees:

Discovery Education Store
http://store.discoveryeducation.com/
Click on 'Store Sign In' and 'Create new account' (lower left of screen), then fill the form out.

LM_NET Subscription and review:
> This national discussion service initiated by Eisenberg and Millbury has grown to become the key sources for addressing common issues in school library media center management. Subscribe to this service and monitor the discussion for the semester. Begin this subscription by the **first weekend of class**. Bring topics of interest to be discussed in our discussions and/or make a list to discuss when we discuss future trends near the end of the course.
> **http://lmnet.wordpress.com/subscribe/**
> **WARNING:** They will send you an email that you will need to reply to in order to complete your registration. In many cases, this email will land in your spam box. If you are able, set your spam so that LM-NET is whitelisted. If not, be sure to check your spam for the confirmation email if it doesn't appear in your email within 24 hours of registering.

WEEK 2 – Community Analysis; Collaborative Planning

DISCUSSION:

What methods can be used for community analysis?

What type of information would you want?

How do objectives of school libraries affect collection development and management?

Did the community analysis tell you anything that you had not realized about your community and/or collection shortcomings?

READ:

Chapters 3 and 14 of the Bishop textbook.

ASSIGNMENT:

1. You will write a community analysis and needs statement for your school library. Include:

Ø type of school library;

Ø amounts and sources of funding;

Ø size of collection; number and type of staff;

Ø the specific community that the library serves (demographic/census information);

Ø the library's mission, the school's mission;

Ø and a broader community that the library serves.

You may use the school analysis information checklist (p. 21) in the Bishop textbook, if you want.

WEEK 3 – Selection Tools for Books; Selection Tools for Serials and Non-print Materials and Government Documents; Selection Criteria

DISCUSSION:

What are the professional selection tools that support both physical and virtual collections?

What makes a "good" review?

Do you have favorite source for reviews? Please share.

What criteria can be used in selection and which are most important?

Is it possible for selection to be a truly objective process?

READ:

Chapter 6 -8 of the Bishop textbook.

ALA/ACRL (July 2009). Information for Choice Reviewers (one page): **http://www.ala.org/acrl/choice/reviewers**

Booklist Online. Submitting Review Material to Booklist (look at What to send, and Selection Policy)
http://www.booklistonline.com/GeneralInfo.aspx?id=65&AspxAutoDetectCookieSupport=1

Library Journal. Submit Materials for Review.
http://www.libraryjournal.com/csp/cms/sites/LJ/SubmitToLJ/TitlesForReview.csp

School Library Journal. For Reviewers (look at the various checklists) **http://www.slj.com/about-us/information-for-reviewers/#**

ASSIGNMENT:

NOTE: Before we start reviewing, I would like to make it clear that, if you have already taken Dr. Lancaster's course, I do not want you to follow Dr. Lancaster's format. I want you to do the reviews yourselves, using the suggestions in your textbook, and/or, possibly, consulting reviews in journals which review school materials.

1. Select 2 evaluation tools/journals from the list below. Write a review of each of the selected titles that you will examine (ideally, you should try to look a one or two issues in print – your public library or your school library may have some of these, and the titles below with asterisks are held in the Texas A&M University-Commerce Library – otherwise you may have to try to examine them online). Your review should include:

Ø pluses and minuses of each title (Did you prefer one? Why?);

Ø what percentage of the journals are reviews;

Ø what is the journal's editorial policy for reviewing;

Ø were they appropriate to your school library – why or why not;

Ø currency of the reviews;

Ø you may include other details that you feel are important.

Tools for review:

Booklist*
School Library Journal*
Book Links
Voice of Youth Advocates or VOYA
Publishers Weekly*
Horn Book Magazine*
Library Media Connection: LMC
Choice

2. Choose 1 Newbery book for evaluation for use in a K-12 school library media center. The book MUST have an original publication date after 1980 (pre-1980 books do not show up very often in online sources).

> **A**. Write a review. Consult the textbook for items that should be in the review, plus you can consult some of the online sources above.

> **B**. Prepare a one-page evaluation including:

> > Ø the source title,

> > Ø audience level,

> > Ø purchasing information (such as ISBN or ISSN, price, etc).

Include copies of reviews from three selection tools.

> **NOTE:** Not acceptable as sources of reviews are databases such as Children's Literature Comprehensive Database, Children's Books in Print, Book Review Digest Plus, and other tertiary databases that do not provide complete citations to reviews in journals or do not provide Persistent (retrievable) URLs for the reviews. Also not acceptable is your listing as a "review" any article that simply lists the books that have won a certain award or a bibliography of resources with brief book descriptions instead of individual reviews. Such bibliographies do not review items, but just annotate them. That is not a review. Locate the actual reviews in the professional journals and cite the complete bibliographical information for the sources. You must learn to cite the complete bibliographic information for items and must have the Persistent URLs for the reviews or articles of in-print, recommended materials you locate in the Library's online databases on the books and materials you include in your assignments or discussion forum postings. All review citations for items in the project bibliographies must come from the Texas A&M University-Commerce Library online databases and not from your local library or from personal or your local library's subscriptions to journals.

ALSO NOTE: Customer reviews from Amazon are also NOT acceptable. You may consider them in your selection process, if you like, but they should not be a primary source, and are not acceptable in this class. You do not know the qualifications of the person reviewing, and, to be honest the reviewer could be the author's cousins, nephews, whatever, or maybe the author's worst enemy and their relatives. In any case, you have no idea if they are qualified to give a review that influences your selection. This is also true of fan sites like GoodReads. These sites might be good for ideas that you might want to check out, or a second or third opinion, but they are by no means authoritative and are not likely to let you know if your books contain important features that you need for a school collection.

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3. Choose 1 nonfiction book for evaluation (not a reference area source) that would be suitable for use in a K-12 school library media center.

    A. Write reviews.

    B. Prepare a one-page evaluation including:

        Ø the source title,

        Ø audience level,

        Ø purchasing information (such as ISBN or ISSN, price, etc).

Include copies of reviews from 3 selection tools.

    NOTE: You may use ebooks, if you like.

WEEK 5 - Selection Criteria (online resources) & Collection Maintenance (incl. weeding)

DISCUSSION:

How is the selection of virtual or electronic resources alike or different from selection processes for print or other non-print materials?

How do you work with the constraints, like filtering, in using and/or selecting online resources?

READ:

Chapter 10 of the Bishop textbook.

Selecting Web Resources on AcqWeb's Collection Development Sites **http://www.acqweb.org/lis_cd.html**

Guenter, Kim. "Making Smart Licensing Decisions." *Computers in Libraries*, June 2000. p. 58. **http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=c0bb30ec-e0eb-4d83-9191-9977ac673e32%40sessionmgr113&vid=3&hid=110**

NOTE: if the link above does not work for you:

1. Go to the Libraries' webpage (**http://www.tamuc.edu/library/**)

2. At the top of the page, in the middle is the Easy Search box. Just below the box select Title (Keyword is the default).

3. Copy and paste the title (in quotes in the citation) in to the search box and hit search. You should be taken to the title that you are looking for. If not, be sure that you have quotation marks on either end of the title in the search box.

ASSIGNMENT:

 1. Select **1 database** (Webster's definition of a database is: a usually large collection of data organized especially for rapid search and retrieval (as by a computer). An example would be Academic Search Complete. There is a listing of Texas A&M University-Commerce's databases on the Libraries' webpage under Finding Information.) and **1 website** (a website (aka webpage) is almost anything that you go to from a search in Internet Explorer, Firefox, Google Chrome, or other browsers) that seem appropriate for your school library. If you cannot explore any databases of interest at your school library, there are a few age appropriate databases at the Texas A&M-Commerce website or, possibly, your public library. Write a review of the website and database, and explain your reasons for selecting these items and why they would be beneficial to your library.

If you are still uncertain of what the difference is between a website and a database, the following links should help you: **http://www.roberts.edu/library/Research/Start/Database/Default.aspx**

http://www.wheatonlibrary.org/refdb/main_dbvsweb.html

2. Select one particular type of library (e.g., elementary school, K-12 - if you are currently at a school, as a teacher or librarian, feel free to use your school's library as your model) and then select three items appropriate to that setting. These items can be any combination of media formats: audiovisual/multimedia, microcomputer software, video games. Please do not use print/ebooks since they were in last week's assignment. Be sure to cite reviews (at least one journal review per title-- provide full bibliographic citation and note whether the overall assessment is "positive" or "negative" in tone), 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. NOTE: you may not be able to find reviews in the sources previously mentioned, depending on what you choose, but I suggest that you look the item(s) that you choose up in the Texas A&M-Commerce Library's Easy Search. You might find a review in another journal that is not necessarily targeted to school libraries.

3. Write a weeding policy for your library.

4. Identify 5 titles in your library's collection for weeding. Explain why they should be weeded.

WEEK 6 - Collection Analysis & Acquisitions with Budgeting

DISCUSSION:

What are the significant research findings that can be considered when you plan to evaluate your library's collection?

Which particular evaluation method do you think will work best for you? Why?

How will the increasing emphasis on access and electronic resources impact the use of evaluation methods?

Developing budgets for the acquisition of materials and resources is central for collection improvement and maintenance.

What are the challenges for generating income to support library collections?

What are some alternative sources of funding?

What arguments would be most persuasive for budget reallocation in a school library?

How are electronic resources impacting the acquisitions process?

What are the ethical considerations in the librarian-vendor-publisher relationship?

READ:

Chapters 9, 12, and 16 of the Bishop textbook.

ASSIGNMENT:

1. You will conduct a random sample of your collection and report on your findings. You will gather factual data about the collection that you can use to communicate with administrators, teachers, and the public.

> NOTE: For your random sampling, you may choose a specific genre, and work with that collection, or do a systematic random sample. To do a systematic random sample, find out the number of titles in the collection, decide on how big you want your sample to be (i.e. you want to sample 20 items out of 100). You will then divide 100 by 20 and you will come up with 5. At that point you will pick a random title from your collection's list of titles, and you will choose every 5th title from the title that you chose to start with. Those 5th titles will be your random sampling. You may also choose to do this random sample with a call number range.

2. Choose one curriculum area (preferably nonfiction), or call number range, in your library. Apply two assessment techniques (collection mapping, a collection-centered measure, a use-centered measure, or a simulated-use study) to that curriculum area. For each technique, provide:

> Ø a reason for using this technique in this assessment
>
> Ø a summary of results
>
> Ø a brief discussion of what these results might mean to the library
>
> Ø a brief critique of the technique used

Ø a brief discussion about how the results of this assessment might be used (will you weed the section, will you share the results with teachers/ administrators/accrediting agencies?)

3. You have $2000.00 to purchase books (fiction and nonfiction) and reference materials for your collection. Choose 2-4 curriculum areas based on needs that you have discovered in your library. Spend at least $500 on non-print items, and don't forget special needs. Build your order(s) using your vendor database account(s) set up during Week 1. Don't forget to take into account costs for shipping and handling, and for pre-processing the items. Use the vendor's software to build the order(s), but save them in Word and put them in the Dropbox that way. No order should be less than $100 due to the costs to the school/school district to process orders.

WEEK 7 – Copyright and Other Ethical Issues and Censorship/Intellectual Freedom

DISCUSSION:

What are the overarching ethical issues that impact collections in schools?

What policies are necessary to protect accessibility of information for students?

What copyright issues come up most often in a school library?

How much should you do to police copyright in your school library?

How are intellectual freedom and student rights to information balanced with community values to make a collection accessible to all students?

What are the arguments in favor of censorship? Intellectual freedom?

READ:

Chapter 13 in the Bishop textbook.

Freedom to Read Statement from American Library Association
http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomtoreadstatement.pdf

Library Bill of Rights Statement from American Library Association**http://www.ala.org/advocacy/intfreedom/librarybill**

Bosman, Julie. "With One Word, Children's Book Sets Off Uproar" *New York Times*, Feb. 18, 2007
http://www.nytimes.com/2007/02/18/books/18newb.html?_r=0

Whelan, Debra Lau. "A Dirty Little Secret." *School Library Journal*, Feb. 2009. p. 26-30.   **https://proxy.tamu-**

commerce.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9 h&AN=36426974&site=ehost-live

NOTE: if the link above does not work for you:

1**.** Go to the Libraries' webpage (http://www.tamuc.edu/library/)

2. At the top of the page, in the middle is the Easy Search box. Just below the box select Title (Keyword is the default).

3. Copy and paste the title (in quotes in the citation) in to the search box and hit search. You should be taken to the title that you are looking for. If not, be sure that you have quotation marks on either end of the title in the search box.

Von Drasek, Lisa. "It Begins with a Question." *Knowledge Quest,* November/December 2007. p.66-68.   **https://proxy.tamu-commerce.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9 h&AN=36426974&site=ehost-live**

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ASSIGNMENT:

1. On page 170 of the Bishop textbook there is a list of 12 scenarios. Choose 2 scenarios from the first 6 scenarios on the list and explain how you would handle those situations and why you would handle them that way. Please include the scenario at the top of your discussion, so that I will know what is being discussed. NOTE: We will probably include the last 6 scenarios in our online discussion this week.

2. Review the book that you chose the first week from the: Challenged and Censored Books list. Model the review on those found in such journals as: Booklist, Publishers Weekly, School Library Journal, etc. Then write three to five paragraphs about:

Ø what the reasons were for banning/challenging the book;

Ø one incident of where the book was challenged and by whom;

Ø did you like the book plus reasons for yes or no answer;

Ø did the book offend you – if so, why;

Ø and, would you recommend this book to a child, teen, or adult – why or why not?

Finals Week: A Collection Development Plan

The final project will provide us with an opportunity to experience the full selection and acquisition cycle—a **collection development policy**. Using your library, or your dream library, you will identify goals and measurable outcomes. You will use the information you have assembled from all the previous lessons and assignments to create your collection development policy. You can also use some of the items that you created for previous assignments to help populate your policy.

Syllabus changes: The instructor reserves the right to make changes to this syllabus and schedule. Nothing in this syllabus may be construed as a contract.

Grading

Students will receive higher grades if he/she:

· responds to classmates' comments and questions

· reference/cites comments specifically to the professional literature (texts, supplemental reading, additional relevant materials located by the student)

· relates meaningfully to the issue addressed

· raises an area of inquiry or an issue in a clear manner for further discussion or debate

· recommends a resource which helps a fellow student gain more understanding on an issue or topic

· summarizes information as evidence that either validates (supports) or suggests a different perspective (counters) and the information is referenced; such information may or may not agree with the student's personal opinion;

· initiates discussions by posting new questions or raising alternative viewpoints on issues helps others in class find meaning and relevance to the issues and information raised

· the instructor will use subjective judgment and the eCollege statistics to determine the extent of the student's contributions to class.

Standard grading for the overall class score is:

Grade	Percentage
A	90% – 100%
B	80% - 89%

C   75% - 79%

D   70% - 74%

F   69% and below

Your eCollege gradebook will automatically translate and add up where you are with your grades, since the value assigned to each assignment will not be 100.