# COURSE SYLLABUS
## LIS 524: Developing General and Specialized Collections
## Summer I - 2023

Instructor: Anjum Najmi, PhD, MLS
Office Location: Virtual
Office Hours: Virtual, daily
University Email: anjum.najmi@tamuc.edu
Preferred method of Communication: Email
Communication Response Time: 24 hours

**The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel**

# COURSE INFORMATION

**Materials – Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:**
> Mardis, Marcia A. (2021). *The collection program in schools: Concepts and practices* (7th 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 Library Development Policy
> http://libguides.ala.org/librarypolicy

> ALA's Workbook for Selection Policy Writing
> http://www.ala.org/Template.cfm?Section=dealing&Template/ContenManagement/ContentDi

ALA's Selection & Reconsideration Policy Toolkit for Public, Schools and Academic Libraries
http://www.ala.org/tools/challengesupport/selectionpolicytoolkit

AASL Resource Guides for School Library Media Program Development
https://libguides.ala.org/SettingUpaLibrary/SchoolLibrary

ALA's Library Standards Position Statement
http://www.ala.org/aasl/advocacy/resources/statements

School Library Programs: Standards and Guidelines for Texas
https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55

AASL's National School Library Standards for Learners, School Librarians, and School Libraries
https://standards.aasl.org/school-librarians/

IFLA School Library Guidelines 2nd edition
https://www.ifla.org/files/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf

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 Mardis 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 ejournals and website, and
- o 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.

## Course Learning Outcomes:

The course focus is on Texas Learner Centered Standards and Principles for School Librarians listed below,

Standard 1: Learner-Centered Teaching and Learning
Standard 4: Learner-Centered Library Environment

Domain I (Teaching, Learning and the School Library Environment)
Competency 001 (Teaching and Learning in the School Library Program): The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources and teaching strategies to ensure all students' success as creators and users of ideas and information.

Competency 002 (Library Environment): The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.

Standard 2: Learner-Centered Library Program Leadership and Management
Standard 5: Learner-Centered Connections to the Community
Standard 6: Learner Centered Information Science & Librarianship

Domain II (Program Management, Leadership and Connections to the Community)

Competency 003 (Library Program Management): The school librarian understands library program management and acquires, organizes and manages resources.

Competency 004 (Library Program Leadership and Connections to the Community): The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

Domain III (Librarianship, Information Science and Technology)

Competency 005 (Librarianship and Information Science): The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate and use information to solve problems and to encourage lifelong reading and learning.

Competency 006 (Information Access and Technology): The school librarian uses and integrates technology telecommunications and information systems to enrich the curriculum, enhance learning and promote the success of the school community.

## Student Learning Outcomes:

a.  The student will acquire an understanding of the school library collection

development process.

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

c. 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.

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

e. 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 approximately twenty assignments.

Classmates will make an initial post and reply to at least 2-3 postings each unit (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 may occasionally jump into the conversation. Since the discussions will be based on each unit'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 Brightspace D2L. THIS IS NOT A SELF-PACED COURSE!!!!

# TECHNOLOGY REQUIREMENTS

**Browser Support**
D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:
Ensure that your browser has JavaScript and Cookies enabled.
For desktop systems, you must have Adobe Flash Player 10.1 or greater.
The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers, using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

**Desktop Support**

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|---|---|---|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® ChromeTM | Latest | N/A |
| Apple® Safari® | Latest | N/A |

**Table and Mobile Suppor**

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) | |
|---|---|---|---|
| AndroidTM | Android 4.4+ | Chrome | Latest |
| Apple | iOS<sup>®</sup> | Safari, Chrome | The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

Sound card, which is usually integrated into your desktop or laptop computer

You must have a:
- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date of your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp Current anti-virus software must be installed and kept up to date.

The following are basic requirements for this course:
- Access to a personal computer with word processing software and web browser
- Ability to do basic word processing and web navigation
- Internet access

To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:
- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.

Depending on your course, you might also need a:
- Webcam
- Microphone

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check

Running the browser check will ensure your Internet browser is supported.
- o Pop-ups are allowed.
- o JavaScript is enabled.
- o Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
- o Adobe Reader https://get.adobe.com/reader/
- o Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

# ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

**Note:** Personal computer and Internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

# COMMUNICATION AND SUPPORT

## Brightspace Support Need Help?

**Student Support**
If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support**
If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

**System Maintenance**
Please note that on the 4th Sunday of each month there will be System Maintenance, which means the system will not be available 12 pm-6 am CST.

**Interaction with Instructor Statement**
The instructor will be online daily. Place general course questions in my Virtual Office. For personal questions, please send me an email (anjum.najmi@tamuc.edu). Questions will be answered within 24 hours on weekdays.

# COURSE POLICIES

**Course Specific Procedures/Policies**
Class attendance and/or participation is most important to a student's education. There are numerous elements that go into class participation:
   a. Regular attendance or logging in to class.
   b. Timely contributions to class discussion.
   c. Reading assigned work and completing course assignments by the due dates.
   d. Polite and civil interactions with all members of the class and the staff/students in the practicum library.
   e. Checking LEOmail for messages in order to not miss time sensitive information.

\*Recovering lost course content or assignment information is the responsibility of the student.

**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 Times New Roman, 12 point.
3. The filename for each assignment should start with your last name, followed by the unit number and the name of the assignment, e.g.: smith1bookreview.docx

**A NOTE ABOUT DISCUSSIONS**—For full credit, you must post **one** original post in response to the question and **two replies** on your classmates' postings by the due date.

**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 unit assigned, with a few exceptions, which will be noted.

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, "students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

The instructor will be online daily. Place general course questions in my Virtual Office. For personal questions, please send me an email (anjum.najmi@tamuc.edu). Questions will be answered within 24 hours on weekdays.

**Academic Honesty:** Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism.

Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style.

**Scholarly Expectations:**
Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback (if applicable) of their work prior to submitting it for a grade.

Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

**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.

**Syllabus Change Policy:** The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester.

# UNIVERSITY SPECIFIC PROCEDURES

**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the

**Student Guidebook**
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the 'Rules of Netiquette' for more information regarding how to interact with students in an online forum:
Netiquette http://www.albion.com/netiquette/corerules.html

**TAMUC Attendance**
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/academic/13.99.99.R0.01.pdf

**Academic Integrity**
Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

**Undergraduate Academic Dishonesty 13.99.99.R0.03**
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

**Graduate Student Academic Dishonesty 13.99.99.R0.10**

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

## ADA Statement 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

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

## Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web URL:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

# COURSE OUTLINE/CALENDAR

**\*Available first day of class**

A NOTE ABOUT DISCUSSIONS—For full credit, you must post one original post in response to the question and two comments on your classmates' postings by the due date.

**Unit 1 – The Collection, Collection Development, and the Community**

**READ:** Chapters 1, 2, 4 and 5 of the textbook

**DISCUSSIONS:** Introductions
                              Reading Discussion

**ASSIGNMENT 1:** Critique of Collection Management Policies

Each student will 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.

**TO DO** (to be completed before the end of unit 1)**:**

**#1 - 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/Registration.do**
Click Login (top menu bar, right hand corner) then "New Account". In the Register for an Account select "Other" for Title.

Mackin Educational Resources
https://www.mackin.com/hq/
Click on Login select "Register Now" 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.

*YOU ARE NOT EXPECTED TO PAY FOR ACCESS TO ANY OF THESE SERVICES

==Unit 2== **– Community Analysis; Collaborative Planning READ:** Chapters 3, 14 and 15 of the textbook.

**DISCUSSIONS:** Community Analysis

**ASSIGNMENT 2:** Community Analysis

Students will write a community analysis and needs statement for a school library to include:
ï   Type of school library;
ï   Amounts and sources of funding;
ï   Size of collection; number and type of staff;
ï   The specific community that the library serves (demographic/census information);
ï   The library's mission, the school's mission, and broader community that the library serves.

==Unit 3== **– Selection Tools for Books; Selection Tools for Serials and Non-print Materials and Government Documents; Selection Criteria (online resources) & Collection Maintenance (incl. weeding)**

**READ:** Chapter 6, 7, 8, and 10 of the textbook.

Selecting Web Resources on
    Association for Library Collections and Technical Services (ALCTS)
    http://www.ala.org/alcts/resources/collect

Guenter, Kim. "Making Smart Licensing Decisions." *Computers in Libraries*, June 2000. p.58.
https://search-proquest-com.proxy.tamuc.edu/docview/231109210?pq-origsite=summon

**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.

**DISCUSSION:** The Selection Process


**ASSIGNMENT 3:** Journal Review

Select two 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 at 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:

ï   Pluses and minuses of each title (Did you prefer one? Why?);
ï   What percentage of the journals are reviews;
ï   What is the journal's editorial policy for reviewing;
ï   Were they appropriate to your school library – why or why not;
ï   Currency of the reviews;
ï   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


**ASSIGNMENT 4:** Select Resources

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, computer software, video games. 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.

**Remember:** *Customer reviews from Amazon are 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.*


**ASSIGNMENT 5:** Deselect Resources

Using the same library you chose for Assignment 4, do the following: Write a weeding policy for your library. Identify 5 titles in your library's collection for weeding. Explain why they should be weeded.


==Unit 4== - **Collection Analysis & Acquisitions with Budgeting READ:** Chapters 9, 12, and 16 of the textbook.

**DISCUSSION:** Collection Analysis & Acquisitions

**ASSIGNMENT 6** – Random Sample

Select one of the following:

**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 choose to start with. Thos 5th titles will be your random sampling. You may 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:

- ï   A reason for using this technique in this assessment;

- ï   A summary of results;

- ï   A brief discussion of what these results might mean to the library a brief;

- ï   Critique of the technique used;

- ï   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?)

**ASSIGNMENT 7:** Plan Your Order

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.

**Unit 5 – Copyright and Other Ethical Issues and 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.tamucommerce.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&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.

**DISCUSSION:** Ethics in School

**Scenarios:** On page 206 and 207 of the textbook there is a list of 12 scenarios. Choose 2 scenarios from the list and explain how you would handle those situations and why you would handle them that way. ***In your response include the scenario at the top of your discussion, so that I will know what is being discussed*** approximately 2 to 3 pages.

Post your response to the assignment forum and make two responses to a classmates post.

**Final Project:** 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. See pages 52 and 53 for the contents that should be included.

**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 on Discussion Posts and Responses 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

Students will receive higher grades on Assignments if he/she:

- Uses the appropriate filename (lastname_Assignment#.docx)
- Uses 12 point Times New Roman or Arial font with one inch margins and
- double spaced has thoroughly spell checked and grammar checked their writing
- Has met at least the minimum length required
- Has turned the assignment in to **dropbox** by the deadline

The instructor will use subjective judgment and D2L 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 |

## Course calendar June 5 - July 6 2022

**Available first day of class in D2L**

# ETEC ePORTFOLIO FOR MS/Med IN EDUCATIONAL TECHNOLOGY

Students pursuing the MS/MEd degree in MS/MEd degree in Educational Technology Library Science (ETLS) *and* the Educational Technology (ETEC) program 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 <u>already</u> 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. Anjum Najmi, 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.

Contact anjum.najmi@tamuc.edu for more information about the program's eportfolio requirement.