Course Description

Concepts and practices related to the process of building and managing library and media center collections.

Course Objectives

Upon completing this course, the student will have:

- Read and critiqued 4 articles, or chapters from books dealing with topics related to collection development in libraries and media centers (reading critiques),
- Demonstrated an understanding of collection analysis techniques by the application of these techniques in simulated and real situations (action project),
- Demonstrated a positive attitude and interest in collection development in libraries and media centers through active participation and attendance (teacher observation),
- Demonstrated an understanding of the principles underlying a “weeding” project and an ability to apply suggested techniques (action project),
- Understood the principles of copyright and intellectual freedom and be able to articulate these principles (group projects), and
- Increased awareness of technological resources related to collection development and demonstrated their use.

Texts

Main Texts:

Optional Text:

**Learning Needs and Accommodations**
If you are a student with special needs of some kind, and feel that I should be aware of those, please let me know so we can work together to best meet them.

"Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at http://www.ods.appstate.edu/ or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations."

**Academic Misconduct**
Appalachian State University values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to ASU’s handbook on academic integrity for the official statement (http://studentconduct.appstate.edu/).

**Course Assignments**
All assignments must be completed at the time indicated. Assignments turned in late will have lesser points assigned than those turned in on time. All assignments must be in electronic format where appropriate. Sources should be properly cited when applicable according to the bibliographic citation method of the *APA Manual* (5th ed.). Save everything on a disk or your computer in case there is a discrepancy about work turned in.

1. **Reading Critiques**
In addition to regularly assigned reading in the course textbooks, each student is required to complete 4 reading critiques. These critiques may be of book chapters (not your texts) or of journal or periodical articles that are related to the various topics found on the course outline. You may wish to begin your search on ERIC, Internet, and other electronic sources (library personnel will help you if you have not used it before) and supplement these with the education and library guides to find other articles. You may also find your articles by perusing periodicals and journals on the school library or use bibliographies from the text or those distributed in class.
The sum total of your critiqued reading should reflect a diverse selection of various books, periodicals, and/or journals, with at least one research article, and be found in current literature (last 3 years).

You may be asked to orally share any readings done relating to the topic for that week. The annotated bibliography should follow APA format guidelines (5th ed.) and should be no more than 1 page in length. Each annotation should include the topic and bibliographic information, a summary of the article or chapter, and a critical evaluation. The critical evaluation of the article/chapter should address how the article was written, its effectiveness in articulating the points presented, and other comments as desired.

Though you may include comments as to your agreement or disagreement with the issues, this alone does not meet the requirement for a critical evaluation. You will know you are on the right track if the evaluation section of your critique includes phrases such as, “The author (or the article) succeeds…”, “The author (or the article) fails to make her point…”, “The author…”, etc. If you are only relating such things as “I believe, or I think,” then you are not demonstrating the points mentioned above.

2. Community Analysis
The student will select a specific library and conduct a community analysis. The analysis will include the following:

- General overview of the community and/or school district including location, demographics, characteristics of the work force and/or teacher/student population, the educational /socioeconomic level of the population, the politics and governmental structure, facilities and organizations.
- A more detailed description of the selected library. The description may include the history, number and kinds of users, schedule, curriculum overview (for school libraries), nature and role of the librarian(s) including backgrounds and responsibilities, details about the collection and equipment, physical facility, circulation procedures, and hours of operation.
- A discussion of the implications for the specific library’s collection based on your analysis of the descriptive data.

This may be completed as an individual or small group project.

3. Collection Development Policy and Analysis
The student will locate and analyze an existing library (school or public) collection development policy. A class discussion will assist students in identifying criteria to better analyze and understand the policy. Students will subsequently analyze the policy and will make appropriate suggestions for revisions to the policy using these criteria (2-3 pages).
4. Selection Tool Project
The student will assume the role of an acquisitions librarian for a specific library and will develop a collection of selection tools (minimum of 10 items) for book, periodical, media, and electronic resources. The following components should be included in the project:

- Type and size of library
- Description of clientele (may be adapted from Community Analysis assignment)
- List of selection tools with the following noted for each item:
  - Complete bibliographic information and price
  - Authority
  - Scope
  - Currency
  - Annotations or reviews
  - Special features
  - Subjective evaluation with rationale for selection

5. Collection Development Action Project
The student will evaluate a Dewey Decimal area of a specific library, determine materials to be weeded and use standard selection tools to locate replacements.

Procedure: Select and provide a brief description of a library. Identify one Dewey Decimal area (i.e., 500’s or 600’s, etc.) to evaluate and explain why you selected this area. Select titles that you would choose to eliminate from the collection. List the call number, author, title, date and publisher. Submit a brief statement justifying your decision to withdraw each item. Books should be replaced by another selection, generally on the same subject unless the collection is already overloaded with books on that subject. If this were the case, it should be mentioned in your justification.

Using standard selection tools, locate suitable replacements for five (5) of the withdrawn items. Include at least 2 recommending sources and "copies" of the reviews for each suggested purchase. After making your selection for replacement, attempt to locate the suggested replacement in a library/media center. Give your opinion of the item. If you are disappointed in the item, you need not make another selection, just mention your observations. If you are not able to locate the item, mention this also.

Provide the same bibliographic information for the replacement that you cited for the withdrawn item – adding the ISBN and the L.C. number and the cost of the replacement. List the criteria you are using for each replacement. (Note: Fiction should not be used for this project, even though in actual collection development tasks, relevant fiction titles may appropriately be included). Though the Action Project will not be presented formally, please be able to succinctly summarize the
issues that you had to deal with in your project and how you resolved them
during a group and online discussion of the project.

6. Controversial Issues Censorship Group Project
Choose from the following controversial topics or another topic of choice to
deliver a multimedia presentation:
- Dinosaurs, Evolution, and/or Creationism
- Witches, Cults, Hate groups, and/or New Age Symbolism
- Sexual Issues and/or Sexuality
- Other controversial topics

The topic should deal with materials that others find objectionable. Though we
may face pressure tactics used by others to keep these materials out of libraries,
such issues and the views of others about them will be treated by us with
respect. As you discuss some of the beliefs that such groups have, bring out the
knowledge that we ourselves in the academic community can bring to these
issues. If there are differences between what the best of thinkers have
discovered, bring these out in your presentation as well.

NOTE: As educators, we are not obligated to meet others beliefs with our own
beliefs, as this is not the domain in which we work. We are more concerned with
how we can add a reasoned dialog and protect students and/or the public from
having others’ views imposed on all.

7. Copyright Information Project
Using a specific library the student will design an informational/instructional
resource to be used by the library in educating patrons/users about copyright.
The final product will consist of two major components.
- A narrative, not to exceed 2 pages, that includes the following:
  o Brief description of the library used for the project
  o Identification and explanation of the copyright informational needs
    of the community served by the library (e.g. What do the
    patrons/users currently know about copyright? What do the
    patrons/users need to know about copyright? Are there any
    particular copyright issues/abuses occurring?)
  o Intended audience for the informational/instructional resource
  o Format selected for the resource with an explanation for selection
    of the particular format
- The informational/instructional resource (e.g. a PowerPoint presentation,
  workshop materials, a web page, a brochure).

Students may work in groups to complete this project.

Attendance and Class Participation
Each student will be expected to participate in class discussions (in class and
online), be on time, and attend all class sessions.
Course Evaluation
Grades for the course will be determined on the basis of the following:

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<tr>
<th>Activity</th>
<th>Percentage</th>
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<tr>
<td>Reading Critiques</td>
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<tr>
<td>Community Analysis Assignment</td>
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<tr>
<td>Collection Development Policy Analysis</td>
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<td>Selection Tool Project</td>
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<td>Collection Development Action Project</td>
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<td>Controversial Issues Group Project</td>
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<td>Copyright Information Project</td>
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<td>Attendance and participation</td>
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Total 100%