COURSE SYLLABUS
INSC 560 – Development & Management of Collections
School of Information Sciences – Spring 2022

Course Sections: 001 and 002
Credit Hours: 3 Graduate Hours
Class Meetings: Mondays, 6:30-9:10 (EST); see Canvas site for Zoom link

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Zoom room: https://tennessee.zoom.us/my/ejpatillo
  • Office Hours: Virtual via Zoom, by appointment

Welcome Statement
Welcome to Development & Management of Collections, a highly recommended course for those interested in library work. Your identities, experiences, abilities, and contributions are all welcome as we co-create our learning environment. I am excited to guide and facilitate your learning, and I look forward to learning with you and from you.

Course Description
Selecting and preserving a variety of items (tangible and intangible) to meet needs of particular users; community analysis; policies and procedures; evaluation; purchasing. (UTK Catalog)

This course studies the process of selecting and managing a variety of items (tangible and intangible) to meet the needs of a particular group of users. It introduces many essential collection development concepts including but not limited to community analysis, policies and procedures, evaluation and purchasing. Although the character of collection development may vary in different information environments, there are core concepts and skills that transcend all these environments. Students will learn these core principles and skills and how they might be applied in a variety of information contexts.

This course is characterized by a collaborative learning atmosphere which requires you to use critical thinking skills and to have a commitment and involvement in your projects and
discussions during class meetings and online. I will do everything I can to make the course a rewarding learning experience that is meaningful to you as information professionals. However, to get the most out of this course you will need to be actively involved in our readings, discussions, and assignments.

**INSC 560 (Course) Learning Outcomes:**
When you complete this course, you will be able to:

- Discuss and apply review utility;
- Identify and characterize agency attributes likely to impact selection and deselection;
- Identify and interpret information about community characteristics, needs, and wants, indicating how this information affects collection development;
- Develop a priority-oriented selection policy for a chosen subject area;
- Evaluate the adequacy of a collection in a chosen area, indicating strengths and weaknesses;
- Revise an existing collection according to established criteria;
- Build a community-responsive collection using a variety of appropriate selection aids;
- Apply these principles to the information environment in which you would like to work.

**SIS Program Outcomes and Assignments for the Student Learning Collection (SLC)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Associated with these SIS Outcomes</th>
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<tbody>
<tr>
<td>DYC Part 2: Development Rationale</td>
<td>Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3)</td>
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<tr>
<td></td>
<td>Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (#8)</td>
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<tr>
<td>DYC Part 3: Community Analysis</td>
<td>Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society. (#4)</td>
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<td></td>
<td>Explain the changing nature of information, information needs, and information behavior. (#7)</td>
</tr>
<tr>
<td>DYC Part 6: Collection Evaluation</td>
<td>Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3)</td>
</tr>
<tr>
<td></td>
<td>Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information. (#6)</td>
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</tbody>
</table>
Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (#8)

Textbook and Required Readings
- Other readings will be available on our Canvas class site, through the UT Hodges Library databases, or through links to web sites within our class weekly schedule.

How to be Successful in this Class
Be present, be intellectually curious, contribute regularly, and engage equally with your peers and me. You do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning community. Quality of thought is much more important than quantity.

Civility
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu/](http://civility.utk.edu/).

Learning Environment
Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thoughts and process, and everyone’s voice and experiences are important.

My approach to teaching is influenced by Malcolm Knowles’ view of adults as learners, and John Dewey’s ideas about active (versus passive) learning. You are self-directed, purposeful learners, who learn best when you build on your own personal experiences. You like to be involved in the construction of your learning experience. Our mutual active participation will create a collaborative learning community, where we co-create value. Even though you may have little to no collection experience, as an adult you bring knowledge and experiences that can enrich our class when shared appropriately.
You are a selfless learner, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, ask when others are silent.

There are several different kinds of learning activities in this class, such as lectures, group work, presentations, guest lecturers, interviews, etc. Graduate students can realistically expect to spend three hours outside of class for each credit hour.

**Information Literacy/Technological Resources**

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:
- **Technology at SIS**
  - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- **UT Office of Information Technology (OIT)**
  - There’s a link to the OIT HelpDesk on the upper left side of the page.
- **LinkedIn Learning** (formerly lynda.com) is a great source of online training support, with tutorials and video on everything from Google Drive to Canvas. You’ll need your UTK netid and password to sign in.

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.

**Course Requirements, Assessment and Evaluation Methods**

**Assessment and Evaluation**

All assignments receive a point value, and a perfect score on all assignments adds up to 1000 points. The University mandates a particular grading scale for graduate students, and the scale below is what I use to convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be $13/15 = .87 \times 100 = 87$, or a B+.

**Converting Points to a Letter Grade**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Quality Points per Semester Credit Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>(4 quality points per semester hour) superior graduate student performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.75</td>
<td>(3.7 quality points per semester credit hour) intermediate performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.75</td>
<td>(3.5 quality points per semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87.75</td>
<td>(3 quality points per semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.75</td>
<td>(2.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.75</td>
<td>(2.5 quality points per semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70 – 77.75</td>
<td>(2 quality points per semester hour) well below the graduate student standard.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.75</td>
<td>(1 quality point per semester hour) clearly unsatisfactory/doesn’t satisfy requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-59.75</td>
<td>(no quality points) extremely unsatisfactory/doesn’t satisfy degree requirements.</td>
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You are welcome to discuss your evaluations with me. **You must wait 24 hours after receiving the grade to contact me**, and present documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

**Penalty for Late Work**
Except by prior agreement, 1 point per day may be deducted for written or oral work not submitted by class time the day due. “Prior agreement” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

**Note on “Incompletes”**
University of Tennessee policy states that an "Incomplete" is granted only under "the most unusual of circumstances" at the discretion of the instructor. An “F” is submitted for students who simply disappear. See Academic Policies and Requirements for Graduate Students for more information.

**Methods of Documentation for Assignments**
- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages are optional, BUT always give your paper a title
- Accepted document format – unless specified in the assignment - is .pdf. Convert your documents from other formats if needed.
- Cite everything! I prefer that you use APA Style, but if you’d like to use a different style guide, you may request to use a style with which you are more familiar.
- Put your name on everything!

*The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.*

**University Policies**
**Class Attendance Policy**
Students are expected to attend class each week and be fully prepared to actively participate. Please try to notify me in advance if you need to miss class. If you do miss class, listen to the archived lecture/discussion and let me know if you have questions.

**Class Cancellation**

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Canvas. More information about the School’s [cancellation policy](#) is available online. If UT cancels classes, then our class is automatically cancelled. For more information review the UTK [Inclement Weather Policy](#).

**Students with Disabilities that May Impede Learning**

Any student who feels they may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

**Academic Integrity**

Students should be familiar and maintain their Academic Integrity, described in [https://hilltopics.utk.edu/academics/](https://hilltopics.utk.edu/academics/) p. 15 as: “Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”

Students should abide by the Honor Statement ([https://hilltopics.utk.edu/student-code-of-conduct/](https://hilltopics.utk.edu/student-code-of-conduct/ Section X. Honor Statement), “As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**Plagiarism**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses. Specific examples of plagiarism are:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor’s approval;
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).
Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at https://libguides.utk.edu/scholarlypublishing/plagiarism) Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

CCI Diversity Statement
The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

SIS Diversity & Inclusion Statement (Excerpted)
The School of Information Sciences is committed to diversity, inclusion, and equal opportunity for all. Our commitment to promoting, protecting, and ensuring diversity and inclusion in our community builds on an understanding that a diverse and inclusive society is essential for the free exchange of ideas, debate, research, academic freedom, growth, responsibility, knowledge, integrity, cooperation, and success in the local and global context. Diversity and inclusion are also essential in developing the cultural competencies and effectiveness information professionals must have to serve the needs of increasingly diverse and pluralistic communities. For the complete statement, see the Diversity & Inclusion Statement of the School of Information Sciences.

Instructor Status as a Title IX Mandatory Reporter
University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

Hodges Library Help for Information Science Students
Our Information Sciences library liaison is Calantha Tillotson
The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, and students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.
Weekly Schedule, INSC 560, Spring 2022

January 24 – Course Introduction, Overview and Syllabus Review
Takeaways: What you need to know to navigate the course; assignments for the SLC
Do for today’s class
- Canvas Post: Introduction (before class, please!)
- Canvas Post: Weirdest or most interesting collection

January 31 – Concepts/definitions; Reviews and Reviewing
Takeaways: Gain familiarity with new vocabulary and the business of reviewing materials
Read for today
- Canvas Post: Weirdest or most interesting collection
- Read Johnson Ch 1

Due Feb. 7
- Post organization, proposed collection topic, and team names (max: 3 people/team)

February 7 – Materials Selection; Staffing
Takeaways: Understand the basic processes of selection, be introduced to configurations for information center collection development & maintenance
Read for today
- Read Johnson Chapters 2 and 4

February 14 – Collection Development Policies
Takeaways: See what goes into collection development, selection, and maintenance policies, and appreciate how different institutions produce different policies based on their mission and goals
Read for today
- Read Johnson Ch 3
- Canvas Required Post: Review the Reviews

Due today before class
- Upload DYC Part 1 and 2

February 21 – Community Analysis
Takeaways: define community analysis, connect it to collections, and a few ways to do it
Read for today
- Read Johnson Ch 7

Due today before class
- Upload DYC Part 1 and 2

February 28 – Purchasing, Acquisitions; Budgets
Takeaways: Learn the difference between acquisitions and selection; see how budgets differ by institutional mission, goals; learn about approval plans

Read for today

📖 Johnson Ch 5 (and revisit budget sections of Ch 3, as well!)

Due today before class

💻 Canvas Post: Select the Best

March 7 – Collaborative Collection Development & Management

Takeaways: Discover how and why institutions collaborate to help with collection development

Guest: Executive Director of Tenn-Share

Read for today

📖 Johnson Ch 9

Due today before class

💻 Upload DYC Part 3

March 14 – Spring Break

March 21 – Collection Evaluation/Assessment

* ? Guest Speakers: Elyssa Gould, Head, UTK Acquisitions & Continuing Resources and Jennifer Mezick, UTK Collections Strategist

Takeaways: Introduction to collection assessment tools and evaluation techniques

Read for today

📖 Johnson Ch 6 and 8

March 28 – Preservation; Disaster Planning

Takeaways: Overview of disaster planning, and brief introduction to various preservation concepts

Guest: Amanda Richards, UTK preservation technician

Read for Today


Explore in some depth for Today

📖 ALA Library Disaster Preparedness & Response: Home

📖 Library of Congress (LOC) Preservation Directorate

Due today before class

💻 Upload DYC Part 4

April 4 – Censorship; Collections Ideology and Culture

Takeaways: Collections reflect society and institutions; building inclusive collections

Read for today

📖 Read as many of your peers’ diversity posts as possible prior to class
Due on 3/30 – the Wednesday before we discuss intellectual freedom in class

Canvas Post: Diversity: What’s Happening?

April 11 – TBD
Due today before class

Upload DYC Part 5

April 18 – Marketing
Takeaway: Introduction to promoting the collection in order to increase use and usability
Read for today

Johnson Ch 7

Due today before class

Canvas Post: Interview a Professional

April 25 – Museums and Archives
Takeaways: Overview of the ways that museums and/or archives collection development and maintenance differ from other information agencies

Explore in some depth for today

Explore Federal Depository Library Program

Other readings TBA

Due today before class

Upload DYC Part 6

May 2 – Mini-Con (if possible); Course Wrap-up
Takeaway: Peer examples of community engagement and collection building; Course wrap-up
Due today before class

Canvas Post: Choose Your Own Adventure (book, webinar, or articles)

May 9
Due today before class

Upload DYC Part 7

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