



## COURSE SYLLABUS

INSC 560 – Development & Management of Collections  
School of Information Sciences – Spring 2021

Updated on 12/30/20

**Course Sections:** 001 (CRN 20091) and 002 (CRN 20092)  
**Credit Hours:** 3 Graduate Hours  
**Zoom Info:** Thursdays, 6:30-9:10 (EST);  
<https://tennessee.zoom.us/j/95007851672> (password: collection)

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*Office hours by appointment, don't hesitate to get in touch!*



### 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 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 \(SLC\)](#)

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

### Textbook and Required Readings

- Johnson, Peggy. 2018. *Fundamentals of Collection Development and Management*, 4<sup>th</sup> edition. Chicago: ALA. Hereinafter referred to as “Johnson.”
- 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.

### 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 based on 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 (live and pre-recorded), 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](#) 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.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to class. These sessions are announced via email, appear on your Canvas dashboard, and also on the [LiveOnline@UT](#) site. Strongly recommended!

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 860 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**

A	93 – 100	(4 quality points per semester hour) superior graduate student performance.
A-	90 – 92.75	(3.7 quality points per semester credit hour) intermediate performance.
B+	88 – 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83 – 87.75	(3 quality points per semester hour) satisfactory performance.
B-	80 – 82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78 – 79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70 – 77.75	(2 quality points per semester hour) well below the graduate student standard.
D	60 – 69.75	(1 quality point per semester hour) clearly unsatisfactory/doesn’t satisfy requirements.
F	0-59.75	(no quality points) extremely unsatisfactory/doesn’t satisfy degree requirements.

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 business 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. More information is available [here](#).

### **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 formats – unless specified in the assignment are .doc and .docx. Convert your documents from other formats if needed.
- ✓ Cite everything!
- ✓ Put your name on everything!



**The Chicago Manual  
of Style Online**

*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. Information about the University of Tennessee weather-related closing policy is available [here](#).

#### **Students with Disabilities that May Impede Learning**

Any student who feels s/he 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 the online [Hilltopics Student Handbook](#): “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 University of Tennessee 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 a guide for writing research reports. Hodges has prepared a [short libguide](#) on the subject. Infractions of academic integrity are penalized according to the severity of the infraction.

## **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. More about the CCI/SIS commitment to diversity is [here](#).

### **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](http://titleix.utk.edu).

### **Hodges Library Help for Information Science Students**



Information Science [LibGuide](#) (library guide)  
Our Information Sciences librarian is [Peter Fernandez](#).



*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 2021


### **January 21 – Course Introduction, Overview and Syllabus Review**

*Takeaways: What you need to know to navigate the course; assignments for the SLC; deep dive into the DYC project*

#### **Do for today's class**

-  Canvas Post: Introduction (before class, please!)
-  Canvas Post: Weirdest or most interesting collection


#### **Read for today**

-  Closely and carefully read all the parts of the DYC assignment (1-7) on Canvas; trust me, do this ahead of time, it will pay off for you throughout the semester

### **January 28– Concepts/definitions; Reviews and Reviewing**

*Takeaways: Gain familiarity with new vocabulary and the business of reviewing materials*



#### **Read for today**

-  Johnson Ch 1

### **February 4 – Materials Selection; Staffing**

*Takeaways: Understand the basic processes of selection, be introduced to configurations for information center collection development & maintenance*

#### **Read for today**

-  Johnson Chapters 2 and 4
-  Post organization, *proposed* (it may change) collection topic, and team names (3 people/team)

#### **Due today before class**

-  Canvas Required Post: Review the Reviews

### **February 11 – Collection Development Policies**

*Takeaways: What is in collection development, selection, and maintenance policies; how different institutions produce different policies based on their users, mission and materials*

#### **Read for today**

-  Johnson Ch 3



#### **Due today before class**

-  Upload DYC Part 1

### **February 18 – Community Analysis**

*Takeaways: define community analysis, connect it to collections, and a few ways to do it*

#### **Read for today**

-  Johnson Ch 7
-  Baker, Sharon L. and Wallace, Karen L. 2002. "Know Your Market," Chapter 2 in *The Responsive Public Library: How to Develop and Market a Winning Collection*, 2<sup>nd</sup> edition. Englewood, CO: Libraries Unlimited.

#### **Due today before class**

-  Upload DYC Part 2



## **February 25 – Collection Evaluation/Assessment**

*Takeaways: Introduction to collection assessment tools and evaluation techniques*

### **Read for today**

 Johnson Ch 6 and 8


### **Due today before class**

 Upload DYC Part 3


## **March 4 – 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 11 – Collaborative Collection Development & Management; Marketing**

*Takeaways: Discover how and why institutions collaborate to help with collection development; how promotion and discoverability impacts collection use*

### **Read for today**

 Johnson Ch 7 and Ch 9

### **Due today before class**

 Upload DYC Part 4

**March 18** – *our 560 mini-break, no formal class tonight, can be used for group work*

## **March 25 – Digital/E-resources Collection Development & Management**

*Takeaways: Brief introduction to acquisitions, maintenance, and discovery methods related to e-resources*

### **Read for today**

 (to be determined)


### **Due today before class**

 Upload DYC Part 5

## **April 1 – Preservation; Disaster Planning**

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

### **Read for Today**

 Clareson, Thomas F.R. 2014. “Collaborative Disaster Networks,” Chapter 27 in Albitz, Becky, Avery, Christine, and Zabel, Diane, eds, *Rethinking Collection Development and Management*. Santa Barbara, CA: Libraries Unlimited.

### **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 6

### **April 8– 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 NYC Part 7

*Due on 04/12/21 – the Monday before we discuss intellectual freedom in class*

-  Canvas Post: Diversity: What's Happening?

### **April 15 – 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

### **April 22 – Mini-Con; Course Wrap-up**

*Takeaway: Opportunity to meet briefly with collections professionals; Course wrap-up*

#### **Due today before class**

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

*April 28<sup>th</sup> – if you elect to do the extra credit, it is due no later than noon*

*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.*