

## COURSE INFORMATION

INSC 560 Development & Management of Collections, Fall 2022

University of Tennessee, Knoxville

Class Meetings: Thursdays, 6:30pm – 9:10pm on ZOOM;

ZOOM Course ID/Link: see Canvas course site

### Faculty Contact Information

- Dr. Ericka Patillo
- Use Canvas Inbox to reach me

Office Hours: Virtual via Zoom, by appointment



### SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

### 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 INFORMATION

### Catalog 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)

### Course Description

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.

**Student 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)**

<b>Assignment</b>	<b>Associated with these SIS Outcomes</b>
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: <http://civility.utk.edu/>.

### **Learning Environment**

Our class space is intended to be a safe, brave, 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.

## COMPUTING REQUIREMENTS AND RESOURCES

### Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required). You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

### Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

### Course Resources

Links to [Getting Started with Zoom](#), [Online@UT Canvas](#), the [UT Library](#), the UT Library's [Information for Distance Education](#), and UT [Research Guides](#) and [Subject Librarians](#).

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 ATTENDANCE AND PARTICIPATION POLICIES

### Learner Expectations

- Be prepared for classes
- Be open and curious
- Be respectful and inclusive of others
- Actively contribute to class learning activities
- Abide by the UT Honor Code

### Instructor Expectations

- Be prepared for classes
- Be open and curious
- Evaluate all fairly and equitably
- Be respectful and inclusive of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

### Attendance and Participation

It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena; although extended absences may have consequences)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

## 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

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 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 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/>, 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/> 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](http://titleix.utk.edu).

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

Information Science LibGuide (library guide) – <https://libguides.utk.edu/subject/infosci>

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, Fall 2022

### **August 25 – 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

### **September 1 – Concepts/definitions; Reviews and Reviewing**

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

#### **Read for today**

-  Johnson Ch 1

#### **Due Sept. 8**

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

### **September 8 – 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

### **September 15 – 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**

-  Johnson Ch 3

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

-  Canvas Required Post: Review the Reviews

### **September 22 – 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 1 and 2

### **September 29 – 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

## **October 6 – Fall Break**

 Upload DYC Part 3 on **October 5**

## **October 13 - 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

## **October 20 – 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

## **October 27 – Preservation; Disaster Planning**

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

*Guest: Amanda Richards, UTK preservation technician*

### **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 4

## **November 3 – 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

 Canvas Post: Diversity: What’s Happening?

## **November 10 – Marketing**

*Takeaway: Introduction to promoting the collection in order to increase use and usability*

### **Read for today**

 Johnson Ch 7

### **Due today before class**

 Upload DYC Part 5

### **November 17 – 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**

-  Canvas Post: Interview a Professional

### **November 22 – (Early due date due to Thanksgiving Break)**

-  Upload NYC Part 6

### **December 1 – 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)

### **December 8 – Upload NYC Part 7**

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