

School Library and Information Technologies
LSC 5515 Collection Management in the Electronic Age
Three Graduate Credits

Required Books

MLA Handbook for Writers of Research Papers, 7th ed. New York: MLA, 2009. ISBN: 978-1-60329-024-1 \$22.00

Bishop, Kay. *The Collection Program in Schools: Concepts, Practices and Information Sources*, 4th ed. Westport, CT: Libraries Unlimited, 2007. ISBN: 978-1-59158-360-8 \$50.00

Other Materials available on E-Reserves

Agosta, Denise E. "Building a Multicultural School Library: Issues and Challenges." *Teacher Librarian* 34.3 (Feb. 2007):27-31. (Module 7)

Baltimore County Public Schools. "Selection Criteria for School Library Media Center Collections." [8 August 2001] (Module 6)

Baule, Steven. "Technology Connection: Data, Data Everywhere, and How do you sort through it?" Library Media Connection Mar. 2007: 54-56. (Module 8)

Baumbach, Donna J., and Linda L. Miller. Less is More: A Practical Guide to Weeding School Library Collections. Chicago: ALA, 2006 Chapters 1 and 2, pp.1-15. (Module 7)

Bibel, Barbara, and Shauna Yusko. "2007 Encyclopedia Update." *Booklist* 15 Sept. 2007:83-90. (Module 9)

Brisco, Shonda. "Online Material Selection." Teacher Librarian 32.2 (Dec. 2004): 35. (Module 7)

Brisco, Shonda. "Digital Resources" Column. School Library Journal (Module 8)

Jan. 2008:76-77. "Seeing is Believing" (Atomic Learning and BrainPop)

Dec. 2007:75-76. "Daily Life goes to the Head of the Class." (Greenwood databases)

Nov7. 2007:81-83. "Need Great Language Dictionaries? Go Digital"

Oct. 2007: 81-82. "E-Books(and more) for Young Readers." (BookFlix and TumbleBooks)

Sept. 2007: 82-90. "Six Controversial Databases"

Apr. 2007:81-82. "Selecting Digital Resources One at a Time" (Marshall Cavendish)

Dec. 2006: 81-83. "Ebooks are Getting Ready to go to School."

Brown, Laura Jeanette. "Instructional Use of Films: Selection and Policy Issues." Library Media Connection Jan. 2008:56-58. (Module 10)

Callison, Daniel. "Key Words in Instruction: Currentness." *School Library Media Activities Monthly* Sept. 1998: 37-39. (Module 7)

Carter, Betty. "Leading Forward by Looking Backward." Library Media Connection Jan. 2007: 16-20. (Module 11)

- Church, Audrey. "E-Book Resources for the School Library." MultiMedia & Internet@Schools 1 July 2005. (Module 8)
- Cohen, Noam. "Start Writing Eulogies for Print Encyclopedias." New York Times 16 Mar. 2008. (Module 9)
- Cox, Marge. "10 Tips for Budgeting." Library Media Connection Jan. 2008:24-25. (Module 10)
- DelGuidice, Margaux. "Cultivating a Spanish and Bilingual Collection: Ensuring the Information Literacy Connection." Library Media Connection Nov./Dec. 2007:34-35. (Module 7)
- Dillon, Ken. "Collection Evaluation." In McGregor, Joy, Ken Dillon and James Henri, eds. *Collection Management for Schools Libraries*. Lanham, MD: Scarecrow Press, 2003. pp. 268-275. (Module 3)
- Dickinson, Gail. Empty Pockets, Full Plates: Effective Budget Administration for Library Media Specialists. Worthington, OH: Linworth, 2003. pp. 101-114. (Module 10)
- Downing, Joyce Anderson. "Media Centers and Special Education: Introduction to the Special Issue." Intervention in School and Clinic 42.2 (Nov. 2006):67-77. (Module 7)
- Everhart, Nancy. *Evaluating the School Library Media Center: Analysis, Techniques, and Research Practices*. Englewood, CO: Libraries Unlimited, 1998. pp. 92-97 and 209-218. (Module 2)
- Harbour, Denise. "Collection Mapping." *Book Report* March/April 2002: 6-10. (Module 4)
- Harris, Leslie. "Getting What You Bargained For." *Library Journal netConnect Supplement* Spring 2000: 20-22. (Module 10)
- Hart, Amy. "Collection Analysis: Powerful Ways to Collect, Analyze, and Present your Data." Library Media Connection Feb. 2003: 36-3 (Module 5)
- Hartzell, Gary. "Paper Lion." *School Library Journal* Sept 2002:37. (Module 9)
- Hughes-Hassell, Sandra M. and Jacqueline C. Mancall. "Designing a Learner-Centered Collection: An introduction to the Process." *Learning and Media* Summer 2006: 6-8. (Module 1)
- Johnson, Doug. "Technology Connection: Managing the Intangible: Digital Resources in School Libraries." Library Media Connection Aug./Sept. 2007:46-49. (Module 6)
- Johnson, Doug. "Why Do We Need Libraries When We Have the Internet?" *Knowledge Quest* Sept/Oct. 1998:48-49. (Module 1)
- Juozaitis, Vida. "Serving the Needs of Our Students with LD in the School Library." School Libraries in Canada Online. 23.3 (2004):30-36. (Module 7)
- Kachel, Debra E. Collection Assessment and Management for School Libraries. Chapt. 1, pp. 1-18.

(Module 1)

- Kachel, Debra E. Collection Assessment and Management for School Libraries. Collection Development Policy Appendix pp. 157-163. (Module 2)
- Kachel, Debra E. Collection Assessment and Management for School Libraries. Chapt. 3, pp. 39-51 and pp. 129-139. (Module 5)
- Kachel, Debra E. Collection Assessment and Management for School Libraries. pp. 58-60, 163-173. (Module 3)
- Kachel, Debra E. Collection Assessment and Management for School Libraries. Chapt. 2, pp. 19-37, and Appendix A, pp. 105-112. (Module 4)
- Kachel, Debra E. Collection Assessment and Management for School Libraries. Chapter 4 (pp. 53-76) and part of Appendix D (pp. 157-184) (Module 11)
- Kachel, Debra E. "Improving Access to Periodicals: A Cooperative Collection Management Project." *School Library Media Quarterly* 24. 2 (Winter 1996): 93-103. (Module 8)
- Kachel, Debra E. "School and Public Libraries Redefined in the Age of Resource-Sharing." *Learning & Media* Summer 1995: 14-15. (Module 1)
- Kansas Association of School Librarians. "Powerful Partnerships: Your School Librarian and You." Students Achieve Because of Great School Libraries. 2004. (Module 1)
- Keller, Cynthia A. "Collection Development: Electronic or Print Subscription Resources?" School Library Media Activities Monthly 22.9 (May 2006): 56-59. (Module 8)
- Kenney, Brian. "Keeping up with the Joneses." School Library Journal Mar. 2008:11. (Module 10)
- Kerby, Mona. "Science and Technology Books in Maryland Elementary School Libraries." *Knowledge Quest* March/April 2001: 11-15. (Module 4)
- Lanning, Scott, and John Bryne R. *Essential Reference Services for Today's School Media Specialists*. Westport, CT: Libraries Unlimited, 2004. Chapters 3 & 4, pp. 17-43. (Module 9)
- Marie, Kirsten. "From Theory to Practice: A New Teacher-Librarian Tackles Library Assessment." Teacher Librarian 33.2 (Dec. 2005):20-25. (Available in Academic Search Complete and Library Literature) (Module5)
- McGregor, Joy, Ken Dillon and James Henri, eds. Collection Management for School Libraries. Lanham, MD: Scarecrow Press, 2003. Chapt. 1 pp. 1-15. (Titled "Information Landscape" in eReserves.)(Module 1)
- McGriff, Nancy, Carl A. Harvey II and Leslie B. Preddy. "Collecting the Data: Program Perception." School Library Media Activities Monthly June 2004: 19-20+. (Module 4)

- Ondrack, Jennifer. "Great Collection! But is it Enough?" School Libraries in Canada Online 23.3(2004):19-24. (Module 3)
- Peters, Thomas A. "Introduction" [audiobooks]. Library Technology Reports 43.1 (Jan./Feb. 2007): 5-14. (Module 7)
- Polanka, Sue. "Options for the E-reference Collection." Booklist 1 Nov. 2007:84-85. (Module 8)
- Quinn, Mary Ellen. "Twenty Best Bets for Student Researchers, 2006." Booklist 1 Sept. 2006:169-170. (Module 9)
- Quinn, Mary Ellen. "Twenty Best Bets for Student Researchers, 2007." Booklist 1 Sept. 2007:164-165. (Module 9)
- Sanacore, Joseph. "Teacher-Librarians, Teachers, and Children as Cobuilders of School Library Collections." Teacher Librarian 33.5 (June 2006):24-29. (Module 2)
- Sherman, Will. "Are Librarians Totally Obsolete? 33 Reasons why Libraries and Librarians are still Extremely Important." Teacher Librarian 35:1 (Oct. 2007): 21-27. (Module 1)
- Shontz, Marilyn L., and Lesley S. J. Farmer. "The SLJ Spending Survey." School Library Journal Jan. 2007:45-51. (Module 10)
- Simpson, Carol. "Editor's Notes: The Book Room Blues." Library Media Connection Nov./Dec. 2007:6. (Module 10)
- Tal, Naama. "Which One to Choose? A Comparison between Three Aggregators." Knowledge Quest 34.3 (Jan./Feb. 2006):24-29. (Module 8)
- Willcoxon, Wanda Odom. "Collection Evaluation in a Georgia Elementary School." Knowledge Quest 29.5 (May/June 2001):23-29. (Available in Library Literature) (Module 5)
- Yoke, Beth. "Leave No Library Collection Behind!" Library Media Connection. Aug./Sept. 2004: 34-36. (Available in Academic Search Complete) (Module 3)
- Young, Robyn R. "Eight Easy Steps to Maintain and Increase the Library Media Center Budget." Library Media Connection Jan. 2008:26-27. (Module 10)
- Young, Jr., Terrence E. "Better Data...Better Decisions." Library Media Connection Jan. 2005: 14-19. (Module 4)

Related Websites

- American Library Association. [Access to Resources and Services in the School Library Media Program](#). Last amended 19 Jan. 1995.
- Office of Intellectual Freedom. American Library Assn. [Workbook for Selection Policy Writing](#).
- Pennsylvania Dept. of Education. [School Report Cards](#) <http://www.paprofiles.org/index.htm>

Public Priority Systems. [SchoolMatch.com](http://www.schoolmatch.com) <http://www.schoolmatch.com/>

Standard and Poor's. [SchoolMatters.com](http://www.schoolmatters.com) <http://www.schoolmatters.com/>

Course Description

This course outlines a process for developing an in-house, available library collection and an external, accessible collection of learning resources, focusing on the needs and requirements of the school learning community. Students will learn the necessary skills and background knowledge to implement a collection development process: profiling the needs of the learners, assessing existing collections, establishing selection criteria for various formats of resources, making acquisitions decisions, and promoting the use of the resources. Students will also review and use various selection tools and learn the parts and importance of a written collection development policy.

Course Topics

This course outlines a process for developing an integrated collection of school library resources that includes both in-house, available library materials and externally accessible learning resources. We will be examining traditional resources, like books and periodicals, as well as electronic resources that are not owned but are licensed or delivered via the Internet. Students will learn the necessary skills and background knowledge to implement a collection development process - a process that involves the following.

- profiling the needs of the learners
- assessing and evaluating existing collections
- establishing selection criteria for various formats of resources
- making acquisitions and purchasing decisions
- providing access and promoting the use of the resources

Practical assignments will include assessing a specific subject area of a school library, developing a multi-year collection plan, and selecting resources for a collection based on a plan. Students will also learn and apply ethical and legal use of information in terms of access, privacy, and copyright as they develop components of a written collection development plan.

Course Objectives

Upon completion of this course, students will be able to do the following:

- Understand the purpose and context of the school library "collection" (PDE Library Science I.D)
- Learn and apply a process model to the management of a library collection (PDE Library Science I.B)
- Recognize and profile the needs of library users (PDE Library Science I.C)
- Assess the resource needs of a school's curriculum and apply these to selection and acquisition (PDE Library Science I.A)
- Select and apply appropriate collection assessment techniques and strategies (PDE Library Science I.C)
- Develop long-range plans for collection maintenance and development (PDE Library Science I.C)
- Evaluate for deselection or weeding (PDE Library Science I.C)

- Develop and apply criteria for the selection of resources in varied formats to support student and curricular needs (PDE Library Science II.C)
- Evaluate and select materials based on assessment data, utilizing appropriate selection tools and involving staff and other learning partners (PDE Library Science I.B)
- Develop and implement written collection and access policies, including relations with resource-sharing networks and other information delivery systems or services (PDE Library Science III.C)
- Position and promote library media center resources and services in the school as well as the community (PDE Library Science III.C)
- Know and apply ethical behavior in the information arena (PDE Library Science I.C)
- Participate in the professional development of the instructional staff to effectively and ethically use information resources and instructional technologies (PDE Library Science III.C)

Course Requirements

There are 15 weeks in this semester and 12 modules. In the Welcome section of my course, I have posted the weekly schedule and all due dates. We will need to keep to that schedule as much as possible. I have planned many small group or paired projects and several discussion boards which are class email discussions of specific topics. To do these, we need to stay together as a class. You may certainly work ahead on readings and individual projects, but group activities must occur the week they are scheduled. **Since some of the assignments early in the semester require you to interview a teacher, librarian and have access to a school library collection you should read ahead and plan accordingly.** That way when you get to that mod you won't be shocked. Do read over the schedule and be aware of due dates. Some assignments may overlap.

When the ten course developers wrote the Mansfield online courses, we considered that a face-to-face graduate course would require you to sit in class for three hours and put in, at least, another three hours in reading, research, etc. Therefore, I have designed the modules with a six-hour per week time commitment in mind.

Operations of the course are as follows:

- Read all required readings as listed each week.
- Participate in discussions the week they are assigned.
- Conduct research for assigned topics or projects.
- Assignments should be completed on time as noted. Several assignments will be small group activities.
- Field experiences (activities done in actual school libraries) constitute a large portion of your grade. See remarks below.
- There will be no tests or lengthy, formal research papers in this course.
- The modules follow a 15-week semester. View the Course Activity Chart and Due Dates for each assignment.
- All bibliographic, list of resources, or work cited must be correctly submitted in MLA format. For help with MLA formats click on the Style Manual button.
- Always identify class assignments with the number of the course, your last name and assignment number. For example 5515Henry8. Use the same identification when naming electronic files. You will submit your assignments in the Assignment Drop Box or Discussion Board area.

Student Expectations

Students are expected to turn in all work on or before the due date. Consult the online syllabus for list of assignments, due dates and point values. Students are expected to participate in the threaded discussions that add quality and depth. Group assignments require participation by all members. Students must use the Modern Language Association format for citations.

Faculty Expectations

I will be an interested, responsive instructor/facilitator:

- Readings and assignments will be substantive, not busy work.
- I will participate in the discussion boards and chats.
- I will read and evaluate assignments in a timely manner.
- I will address your questions and concerns seriously.

Grading Scale

There are 14 assignments in this course, 13 graded and one non-graded with a total of 755 points. However, there are some bonus points given for "above and beyond" on some assignments. The following chart shows how the points follow Mansfield University's four-point grading system policy. Please note that to become a certified school librarian in Pennsylvania, you must graduate with a 3.0 GPA.

Grades	Percent	Interpretation	Quality Points
A	100-95	Excellent	4.0
A-	94-90		3.7
B+	89-87		3.3
B	86-83	Above Average	3.0
B-	82-80		2.7
C+	79-77		2.3
C	76-73		2.0
C-	72-70	Acceptably Passing	1.7
D+	69-67	Does not count for graduation	1.3
D	66-63	"	1.0
D-	62-60	"	.7
F	59-	Failure	0

Grading Practice

Students in the class will be evaluated using the following criteria:

- Weekly course participation
- Internalization of weekly readings/research and quality of threaded discussions
- Development of tools to profile student learning needs
- Completion and analysis of a collection assessment project (one specific subject area) to be completed in a local school or public library
- Completion of a group selection project (one specific area for a specific target age group) including print and electronic recommendations

- Creation of vendor profiles
- Preparation of promotions and presentations
- Analysis of written collection development policies and creation of selection criteria policies

Academic Integrity

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source using the Modern Language Association (*MLA Handbook for Writers of Research Papers*, 7th ed. New York: Modern Language Association, 2009) format for citations.

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an "F" for the course and/or the filing of academic dishonesty charges with the Provost's office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student's intent.

Additional information concerning academic dishonesty can be found in the [Graduate Bulletin](#), which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty and the [SL&IT Student Online Handbook](#), which outlines student options for defending against dishonesty charges.

The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources:

<http://library.acadiau.ca/tutorials/plagiarism/>

Student Portfolios

Attention must be made to developing and collecting appropriate portfolio documents. Students in this course prepare work which would be excellent to add to your portfolios. Often students wish they retained their projects from other course in a more organized manner. It is not just a matter of saving projects but doing so in a way that makes retrieval more efficient.

Student with Disabilities

Any students with documented psychological or learning disabilities or other significant medical conditions that may affect their learning should work through Mr. William Chabala in the Mansfield Counseling Center (South Hall 216, Telephone: 570-662-4798, email wchabala@mnsfld.edu) to provide me with the appropriate letter so I may serve their particular needs more effectively. If you have an exceptionality that requires class accommodations, Mr. Chabala will work with use to identify and implement appropriate interventions.