



## **LS 5330 Collection Development Fall 2017**

*LSSL 5330 is a required course for MLS degree and Library Science Certification.*

***College of Education Department of Library Science***

Syllabus developed by K. Perry for LSSL 5330 course and edited by Mark Weems

### **Instructor**

**Mark Weems, PhD**

Academic Building IV 431

P.O. Box 2236/SHSU

Huntsville, Texas 77341

Office: (936) 294-1151

Fax: (936) 294-1153

Mobile: (512) 496-2022

Email: [mtw018@shsu.edu](mailto:mtw018@shsu.edu)

## VIRTUAL OFFICE HOURS

Mondays 7:00 – 8:00 PM

I will be available for calls, texts, and online chats during this time each week. Procedures for utilizing virtual office will be posted in Blackboard.

## DAY AND TIME THE CLASS MEETS

None

## LOCATION OF CLASS

This class is online; there are no face to face sessions for this class.

## COURSE DESCRIPTION

Principles of selection of library materials and procedures involved in building collections for all types of libraries, archives, and information centers. This includes latest technological developments, research theories, and site-based applications.

## IDEA OBJECTIVES

In this course our focus will be on the following major objectives as assessed by the IDEA course evaluation system:

### **Essential**

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Learning fundamental principles, generalizations, or theories.

### **Important**

1. Gaining factual knowledge; terminology, classification, methods, and trends.

#### REQUIRED TEXTBOOK

Bishop, Kay. (2012). *The collection program in school: Concepts, practices, information sources*.

5<sup>th</sup> edition. Libraries Unlimited.

Magi, T., & Garnar, M. (Eds.). (2015). *Intellectual freedom manual*, 9<sup>th</sup> edition. Chicago, IL: ALA

Editions.

#### OPTIONAL TEXTS (RECOMMENDED FOR ALL LIBRARY SCIENCE COURSES)

1. American Association of School Librarians. (1998). *Information power: building partnerships for learning*. Chicago: American Library Association.
  - a. Available in print and eBook format
  - b. This text is applicable to other courses and the school librarian profession
2. American Association of School Librarians. (2009). *Empowering learners: guidelines for school library media programs*. Chicago: American Library Association.
  - a. Available in print
  - b. This text is applicable to other courses and the school librarian profession
3. American Association of School Librarians. (2009). *Standards for the 21<sup>st</sup>-Century learner in action*. Chicago: American Library Association.
  - a. Available in print
  - b. This text is applicable to other courses and the school librarian profession
4. A copy of the ALA/AASL Standards for the Initial Preparation of School Librarians found at  
[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010\\_standards\\_with\\_rubrics\\_and\\_statements\\_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf)
5. A copy of the six standards of the Texas Administrative Code Title 19, Part 7, Chapter 239, Subchapter B, Rule §239.55 found at  
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=239&rl=55](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55)

## **COURSE FORMAT**

This is an online course. Attendance and participation in the discussion boards is very important.

## **COURSE CONTENT**

All class work will be done online for this course. Please refer to Blackboard for further information on dates and assignments.

## **UNITS OF STUDY**

### **1. Purposes of a School Library Collection**

- The Collection
- The Collection Program
- Education Perspective
- Individuals and Groups

### **2. Intellectual Freedom**

- Importance
- History
- Characteristics of a Censor
- Role of the Librarian
- Defense against Censorship

### **3. Bibliographic and Selection Aids / Selection Procedures**

#### 4. Development of a Selection Policy

- Advantages of a Policy
- Components of a Policy

#### 5. The Acquisition Process

- Jobbers
- Ordering

#### 6. Evaluation of the Collection

- Weeding / De-Selection
- Copyright

#### 7. Other Concepts in Collection Development

- Special Groups of Students
- Facilities, Digital Resources, and the Learning Environment
- Opening, Moving, or Closing the Collection

## COURSE REQUIREMENTS

### 1. DISCUSSIONS — 400 PTS. — DUE DATE: TO BE ANNOUNCED VIA BLACKBOARD.

Throughout the semester you will have the opportunity to discuss the textbooks with your classmates. Further directions will be provided on your Blackboard student portal. Post at least one response to each prompt and at least one response to a classmates' discussion. **This work will be submitted through the Discussion Board.**

- Introduction: Tell the class about yourself.
- Discussion #1 will focus on Unit 1
- Discussion #2 will focus on Unit 2
- Discussion #3 will focus on Unit 3
- Discussion #4 will focus on Unit 4

- Discussion #5 will focus on Unit 5
- Discussion #6 will focus on Unit 6
- Discussion #7 will focus on Unit 7

## 2. CHALLENGED / BANNED BOOK PRESENTATION — 50 PTS.

Choose a book that has been banned or challenged. Locate the cover of the book, a synopsis, and multiple reviews of the book, both professional and individual. Answer the following questions about the book:

- When was it challenged / banned?
- Why was it challenged / banned?
- Is this the only book the author has had challenged / banned?
- What benefits does this book have for students?
- How could a teacher use this book?
- Have you read the book? If not, try to read it if you can and include your personal reaction in the presentation.

You might want to choose a picture book for this assignment so that you have plenty of time to read it. You have freedom to present your information in any way you see fit. For example: traditional paper, PowerPoint Presentation, Glogster, iMovie, etc. Have fun!

## 3. EVALUATION OF REVIEW SOURCES — 100 PTS.

Choose two review sources to evaluate. Contact a local librarian and ask them what they suggest you look at; it's the easiest way to find popular review sources. **You will fill out an evaluation sheet for each resource.** See posted samples of other students' work to get an idea of what yours should look like. Choose one review journal (ex. VOYA, School Library Journal, Booklist, Hornbook) and one bibliographic resource (ex. *A to Zoo*, *Genreflecting*, *Radical Reads*). The evaluation sheet will be available on Blackboard.

## 4. COLLECTION MAPPING — 50 PTS.

Go to a public library or school library and select an educational level; elementary, middle school, or high school. Choose a unit that is frequently taught in a school. For example: 2<sup>nd</sup> grade: Ocean Animals or High School: Careers. You may select about 7-20 books. If you chose a unit that has less than 7 books, choose a new unit, but don't be an overachiever and choose a unit with more than 20 books. If the unit you chose has more than 20, only tell me about 20 of

the books. I don't want you to waste time on finding a unit. It's more important that you get a taste of what is out there on the shelves.

- Count the books in the section.
- Evaluate the books in the section for both quality of information and physical condition. In a Word Table or Excel spreadsheet list the books that need to be discarded due to outdated material and / or condition and tell me why you would remove them. For example: quality of information, age, inappropriate for educational level, or poor physical condition.
- Count the number of books you have left and determine how many books you need to order.

For this assignment make sure your spreadsheet or table has the following 6 columns:

- **BOOK TITLE**
- **AUTHOR**
- **COPYRIGHT DATE:** If it's a book that has been published more than once, include two publishing dates. The first publishing date and the most recent publishing date. You'll be looking at the first and last on the list of copyright dates.
- **ESTIMATED READING LEVEL:** You can guesstimate this one or look it up online and give the reading level found.
- **KEEPING / REMOVING**
- **REASON FOR REMOVING**

Also include the school name, school level, grade level and unit at the top of page.

## 5. MATERIAL EVALUATION — 50 PTS.

Choose one particular type of library; K-12, elementary school, middle school, or high school. Select a format print (book) or audiovisual (CD/DVD). Using the Material Evaluation Form, determine whether or not this particular item would be one you would purchase for your library. The evaluation form will be on Blackboard. Be sure to cite at least two professional journal reviews for your selected title. Do not use information found on consumer reviews, such as Amazon, or personal blogs. Only use professional reviews. Provide full bibliographic citation and note whether or not the overall assessment is positive or negative in tone. Include in the Review / Rating section of the evaluation form. Include any other information that was helpful to you as the evaluator in making a purchasing decision such as, awards, selective bibliographies, etc. See posted samples of other students' work to get an idea of what yours should look like.

## 6. POLICIES (GROUP PROJECT) — 200 PTS.

As soon as possible get into groups of three and start working on this assignment. It will not be so daunting if you get started at the beginning of the semester. Follow closely to Bishop's suggestions as to what should be included in the policies. Don't add too much or be overly verbose. The more succinct your policies are the better. Look at what other libraries have written up and then in your own words write your own policy. Although you do not need to reinvent the wheel you should avoid plagiarism.

As a group you will combine your individual policies into one document. Be sure to include a Policy Statement that includes the district's vision at the beginning of your policy manual (document).

### Selection Policy

Using pages 41-47 in the textbook as well as existing library documents, published literature, web materials, and links provided to school library policies to create your own selection policy.

### Reconsideration Policy

Similar to the Selection Policy explore school districts, your textbook (pages 45-47), and other resources to develop a reconsideration policy.

### Circulation Policy

Using pages 14 and 15 in your textbook as well as online resources that you find to develop a school library circulation policy.

### Privacy Policy:

Using page 173 in your textbook and the following link develop a privacy policy for a school library. Feel free to do an Internet search for additional information.

[http://www.schoollibraryjournal.com/slj/printissuecurrentissue/889643-](http://www.schoollibraryjournal.com/slj/printissuecurrentissue/889643-427/the_privacy_problem_although_school.html.csp)

[427/the\\_privacy\\_problem\\_although\\_school.html.csp](http://www.schoollibraryjournal.com/slj/printissuecurrentissue/889643-427/the_privacy_problem_although_school.html.csp)

### Gift Policy

Using pages 44 and 45 in the textbook as well as and other various pages develop a policy for gifts and donations.

### Weeding Policy



Using pages 121 and 124-125 in your textbook as well as other resources develop a library weeding policy.

Pay particular attention to the clarity of language and ease of comprehension, thoroughness, overall organization, and appropriateness to the school library. Particularly for readers who would find it a challenge to read texts that do not excel in those qualities. NOTE: Remember to use examples when creating your document. Look at several school district selection policies and pull the elements you like most when building your policies. Include the URLs of the policies and other documents you used as examples.

**Be advised that there is a difference between policies and procedures! READ CHAPTER 5 in the textbook to be certain.**

## 7. FINAL PROJECT: \$1,500 BOOK ORDER FROM FOLLETT — 150 PTS.

### Using Titlewave

<http://www.titlewave.com>

You will build a \$1,500 book order for the library of your choice; K-12, elementary, middle school, or high school. **You will need to create a free account in order to complete this assignment and since this might take a few days to create you will need to sign up at the beginning of the school semester.** All books should have at least two positive reviews from the usual review journals; this is easy to set up so that Titlewave does it for you. This order should be approached like you are ordering the new materials that have come out in the last year or two; again you can set up the parameters within Titlewave so it is done for you. Please limit the number of older titles (prior to 2010) you include. You will type up your list in Word and provide title, author, price, and reviews. You will copy and paste them in the document.

## COURSE EVALUATION

Assignment Title	Points	DUE
Discussions	400	Weekly
Challenged/Banned Book Presentation	50	September 5, 2017
Evaluation of Review Sources	100	September 11, 2017

Material Evaluation	50	September 25, 2017
Collection Mapping	50	October 2, 2017
Policies (Group Project)	200	October 9, 2017
Titlewave Order	150	October 12, 2017
TOTAL POINTS	1,000	

### GRADING SCALE

**A = 900 pts. and above B = 800 pts. – 899 pts. C = 700 pts. – 799 pts. D = 600 pts. – 699 pts. F = 599 pts. and below.**

### FORMATTING YOUR ASSIGNMENTS

Assignments can be submitted in .doc, .docx, or .rtf format. Avoid using Works or PDF. Open Office is a free, open source software package that includes a word processor that can save in .rtf format. If you use Apple Pages, be sure to save the document as a Word document.

Always include the class number, your lastname and first initial, and the name of the assignment in the **filename of your document**.

**An example: 5330\_aguilar-crandall\_challenged/banned\_books.doc**

In the document, include text with your name, the name of the class, the name of the assignment, and the name of the instructor.

**An example for this class: Firstname Lastname**

LS 5330 01 Collection Development

Title of Assignment

Dr. Weems

### EXPECTATIONS

### **Communicating with the Professor:**

The best way to communicate with me is to send an email through the online course site's email function. If you do not get a response within 24 hours during the business week send a follow-up email. But if your question is in reference to an assignment please post your question in the questions section under the **Course Information** section of the course site. Since this is a fast paced course I don't mind receiving texts or phone calls on my cell (512) 496-2022.

If you are not sure about the setup of an assignment I will be happy to take a look at it before you turn it in. If you want me to review an assignment before you turn it in, you will need to email it to me before the due date and with enough time for me to take a look at it.

### **Late assignment policy**

It is the responsibility of the student to make sure work arrives at the Blackboard site by 11:59pm on the assigned due dates. At the Instructor's discretion, an assignment may be submitted after the deadline under extenuating circumstances. Please contact the instructor if you know an assignment will be late. The Instructor will be the sole determinant as to whether extensions will be granted, and as to whether points will be deducted for late work. Be aware that scheduled downtime is posted at the portal for Blackboard and at the SHSU home page most of the time. Unscheduled downtime might be an issue. If that is the case, I will communicate an extension of deadline to students. However, **it is good to plan to submit work ahead of schedule.**

### **Academic Dishonesty policy**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. The department chair is informed of any academic dishonesty. Most violations of the policy result in suspension and dismissal from the program.

### **Student Syllabus Guidelines:**

- SHSU Academic Policy Manual -- Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the instructor. In all cases, visitors must not present a disruption to the class by their attendance.

#### **GPA Requirement:**

Candidates must maintain a cumulative GPA of at least 3.0 on all graduate level coursework. Candidates who earn one grade of “F” or three grades of “C” in 5000-, 6000-, or 7000-level courses will be terminated from the program. A candidate cannot graduate with three grades of “C” in a graduate program.

***All course requirements must be completed by the assigned due dates in order to receive a grade in this course.***

### NCATE ACCREDITATION

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

### THE CONCEPTUAL FRAMEWORK AND MODEL

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess,

and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

### SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. C
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

**College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**Matrix:**

<b>Topic(s)/Objective(s)</b>	<b>Activities/Assignments (including field-based activities)</b>	<b>Measurement (including performance-based)</b>	<b>Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework</b>
Demonstrates effective use of current and relevant information processes and resources, including	Units 1 – 6	Textbook Discussions Discussion Board	S-1.1b TS-I.001, II.002, II.003, II.007, II.008 CF-1,2, 3
Provides leadership in the promotion of ethical and legal principles of education and	Units 2 and 6	Online Discussion Board Copyright Discussion Banned/Challenged Book	S-1.2a, 4a,b,c TS-I.1, I.2, I.4, I.7 CF-1,2,3
Reads and uses the professional literature to obtain best	Units 3, 5, and 6	Textbook Discussions Evaluation of Review	S-1.2b, 4a,b,c TS-II.2 CF- 1,2

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlvl.asp>

### ***Bibliography:***

*Information Power*. (1998). Chicago: American Association of School Librarians & Association of Educational Communications and Technology.

*Standards for the 21<sup>st</sup> Century Learner*. (2007). Chicago: American Association of School Librarians & Association of Educational Communications

### **STUDENTS WITH DISABILITIES POLICY:**

For a complete listing of the university policy regarding students with disabilities see:

[www.shsu.edu/disability](http://www.shsu.edu/disability)