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C&I 480.01: Collection Development

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Curriculum and Instruction 480
Collection Development
Fall 2008



Technical Support:

IT Central Help Desk, 8:00am -5:00pm
406-243-4357 or itcentral@umontana.edu

For after hours support for
login and password,

Blackboard technical support:

Marvin Paulson,
Computer Support Specialist:
406-243-6394

contact IT Central Operations:

406-243-2606

courseware-support@umontana.edu



Instructor: *Sally Brewer, Ed.D.*

Office: *Education 101*

Office phone: *406.243.2563*

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Email: *sally.brewer@mso.umt.edu*

Welcome:

Welcome to C&I 480 Collection Development! This course addresses materials in all media formats that may be part of the collection in a school. Materials may be electronic, such as a CD, online subscriptions, or an eBook, or print, such as a book or periodical. In order to be prepared to meet library media preparation standards, students must understand the definition and role of a collection, must be familiar with the process involved in collecting and maintaining a collection, and must know how to evaluate a collection so that it meets the needs of the school curriculum. A library media specialist also develops policies and procedures that direct the collection. Technology plays a part in all the purposes of a collection, as part of the collection itself as well as in evaluating and maintaining the collection.

Class Location: <https://courseware.umt.edu/webapps/login/>

Online Meeting Times (in the Virtual Classroom): Actual class chat times to be announced pending number of students registered for course.

Mondays – Chat times will be between 4:00 and 9:00 p.m.

I. Purposes of the Collection Development and the Curriculum:

- 📖 To provide an overview of the processes and procedures associated with developing, maintaining, and evaluating a collection at a library media center.
- 📖 To relate processes and procedures to educational theory and principles of collection development.
- 📖 To provide resources both internal and external to the media center for information and instruction.
- 📖 To consolidate concepts from curriculum theory, children's and adolescent literature, instructional technology, and library science.
- 📖 To address school policy statements in relation to collection development and the curriculum.
- 📖 To demonstrate and use the current technology available with collection processes and procedures as well as collection content.
- 📖 To develop strategies that account for the management of the students and the collection.
- 📖 To create plans to incorporate quality American Indian materials into the collection.

II. Learning outcomes:

Students will learn to:

1. Construct a collection development policy for a school media center including a philosophy, goals, acquisition, selection, and collection maintenance policies, procedures and processes, and a challenged materials policy/procedure.
2. Develop collections including all media in different formats to meet specific objectives and criteria while balancing it across Dewey classifications and including resources from diverse cultures, including Montana American Indians. These collections should address the needs and wants of the user population and the influences of the school/district curricula.
3. Identify, describe, and use current reviewing media and standard tools for selection of materials.
4. Apply criteria to media so that they meet the needs of different learning styles of users and purposes in the media center as well as a diverse population of users.
5. Discuss and develop grade-level bibliographies of non-biased American Indian resources lists.
6. Write justifications for media selections.
7. Become familiar with national, state and local standards for media centers and freedom of information guidelines.
8. Use the Library Bill of Rights, the Students' Right to Read, and other specific professional and legal requirements in collection development.
9. Become familiar with resources for help in meeting challenges to both print and non-print materials and know the legal precedence for freedom of information.
10. Learn to use technology resources available for collection evaluation, selection, and management.
11. Understand the importance of students' rights and intellectual freedom as they apply to resource collections.

III. Course content:

Assignments should be submitted electronically via email by noon on the due date. All submitted assignments should have your name on them and be consistent with upper division university writing; that is, university level grammar, correct spelling, and logical, clear organization. Use the [APA Style Manual, 5th edition](#) to prepare your assignments.

IV. Rationale

"The school library media program offers a full range of instructional and information resources that all students need to meet their curriculum goals" (*Information Power: Building Partnerships for Learning*, 1998, p. 68). Resources, both in format and access, are expanding exponentially as a result of technological advances. Media specialists must be aware of these resources as well as the best and most efficient ways to have them available for media center users. The national standards for library media programs and national preparation guides for library media specialists require that prospective media specialists prepare to develop and maintain a media collection that meets the need of all users of their collections.

V. Selected Bibliography: (Required texts are in blue)

1. *Information Power: Building Partnerships for Learning*. (1998). Chicago: American Library Association and Association for Educational Communications and Technology.
2. Doll, C.A. & Barron, P.P. (2002). *Managing and analyzing your collection: A practical guide for small libraries and school media centers*. Chicago: American Library Association.
3. Jones, P., Taylor, P., & Edwards, K. (2003). *A core collection for young adults*. New York: Neal Schuman Publishers.
4. Bishop, Kay. (2007). *The Collection Program in Schools: Concepts, Practices, and Information Sources*. Westport, Connecticut: Libraries Unlimited.
5. Slapin, Beverly, Doris Seale (Santee/Cree), and Rosemary Gonzales (Ojibwe). (2000) *How to Tell the Difference: A Guide for Evaluating Children's Books for Anti-Indian Bias*. b/w illustrations. Berkeley, California: Oyate,.
6. Kerby, Mona. (2006). *Collection Development for the School Library Media Program: A beginner's Guide*. Chicago: American Association of School Librarians.
7. Baumbach, Donna J. (2006). *Less is More: A Practical Guide to Weeding School Library Collections*. Chicago: American Library Association.
8. Janes, Joseph. (2003). *Introduction to Reference Work in The Digital Age*. New York: Neal-Schuman Publishers.
9. Resources in the Mansfield Library and other libraries including journals and databases of other materials addressing collection development, e.g., *School Library Journal*, *Book Report*, *Library Talk*, *School Library Media Activities Monthly*, Books in Print, ERIC database.
10. See bibliographies at end of each chapter of Bishop textbook, the appendix, pp. 221-257, as well as online resources referred to in the lessons and in the links provided.

VI. Teaching Learning Strategies and Instructional Methods:

- 📖 Online class discussions, both synchronous and asynchronous
- 📖 Readings and reviews, via Internet as well as hard copy
- 📖 Webliographies / bibliographies
- 📖 Group projects
- 📖 Hands-on application of theory in a library setting (field experience)
- 📖 Individual research and reports
- 📖 Examinations
- 📖 Activities and assignments to complement theory and practice
- 📖 Examination and evaluation of materials

TIP: At the end of each chapter in the Bishop text is a bibliography of enrichment materials that will help you extend and expand your reading for the particular topics in those chapters. I suggest that you investigate these bibliographies, then expand them with your own more current readings found on the web and in hard copies of educational journals.

VII. Required Materials:

- 📖 Slapin, Beverly, Doris Seale (Santee/Cree), and Rosemary Gonzales (Ojibwe). (2000) *How to Tell the Difference: A Guide for Evaluating Children's Books for Anti-Indian Bias*. b/w illustrations. Berkeley, California: Oyate.
- 📖 Bishop, Kay. (2007). *The Collection Program in Schools: Concepts, Practices, and Information Sources*. Westport, Connecticut: Libraries Unlimited.

VIII. Disability Statement:

If you have a disability for which accommodations are needed please contact me in the first week of the semester. We will discuss what accommodations you need and will receive in this course. Also, please contact:

Disability Services for Students (DSS)	(406) 243-2243 (Voice/Text)
Lommasson Center 154	FAX 406-243-5330
The University of Montana	
Missoula, MT 59812	

IX. Academic Integrity:

Cooperative or collaborative learning is encouraged! However, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the [Student Conduct Code](#).

X. Evaluation:

Evaluation is based on professional completion of assignments, individual and group projects, contribution to class activities and discussions, and examinations. The final grade will be determined by the percentage of points out of the total possible points on the following scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69 %
- F = Below 60%

XI. My Expectations of you:

1. *You should check your **Grizmail email account** at least twice a week. I use email A LOT to communicate with students.*
2. Students are expected to send in their assignments by the due date. All work should be presented in a professional manner AND spell checked. **Your name MUST be on your paper, or you will lose 10 points.**
3. Students are expected to participate in ALL threaded discussions in Blackboard's Discussion Board.
4. Students must attend eight of the ten chats. You can receive 15 extra credit points for each additional chat attended.
5. Each class in the library media endorsement program requires a field experience at the ratio of 3 hours per credit. Therefore, you will be required to complete at least 9 hours of time in a library working with a library media specialist on concerns consistent with the class work (Collection Development is a 3 credit course). You will be given a set of questions to ask the LMS you visit. You will also need to vary your visits among elementary, middle school, and high school library media centers.
6. Students arrange own field experiences with the LMS's of choice ASAP (at various grade levels).
7. If you are registered for graduate credit, you must arrange for your graduate project by contacting me personally within the first three weeks of class. That means that by September 15, 2008, you should discuss with me about your personal graduate project for this class.

X. How to Send and Name Assignments:

1. In the subject line, type Course Number + First Initial+last name +Assignment number (e.g., 480SBrewerA1)
2. If you send an assignment as an attachment, be sure to put your name and the assignment number on the attached document. Use the "view header" option and put your name and assignment title as the Heading.

XII. You should expect from me :

1. A response to an email within 48 hours.

(If you need immediate help, put **HELP** in the subject line for a faster response)

2. A response to a threaded discussion posting within 72 hours. Note: The response may be an email message to the whole class.
3. Graded papers returned within 7 days of the due date.

XIII. Assignment overview

Posted separately

XIV. Dynamic Schedule

Posted separately