

## Syllabus

**Department:** Division of Library and Information Science

**Course Number and Title:** LIS 211 Collection Development

**Bulletin Description:** [25 words maximum]

This course introduces the philosophy and methods of managing collections in physical and virtual libraries, with emphasis on assessing and meeting information needs.

**Prerequisite(s):** None

**Co-requisite(s):** None

### Course Objectives:

- Understand theories of collection planning for physical and virtual library and information center environments of various types;
- Understand how to segment and describe the 'typical' information requirements of various user constituencies;
- Understand the fiscal management practices for this subfield;
- Understand the marketing practices associated with this subfield;
- Understand the metrics associated with this subfield;
- Develop an ability to find creative solutions to the thorny problems associated with this subfield;
- Demonstrate basic knowledge of the key literature of this subfield (and other relevant knowledge domains), including both professional/practitioner literature and research papers, including preparation for additional post-graduate study in this subfield;
- Demonstrate professional oral and written communication skills; and
- Demonstrate basic functional competencies.

### Program Goals and Outcomes:

- 1A) Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.
- 2A) Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
- 2B) Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.
- 3A) Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.
- 5A) Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.

- 5B) Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.
- 5C) Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.
- 6A) Understand the fundamentals of quantitative and qualitative research methods, including central research findings and research literature of the field, and the principles and methods used to assess the actual and potential value of new research.
- 8A) Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.
- 8B) Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

### Units of Instruction:

1. Course introduction
2. Community analysis and needs assessment
3. Collection development policies
4. Collection assessment: principles and practices
5. Collection assessment: planning and design
6. Information production: print and electronic publishing
7. Selection of materials: theory and practice
8. Selection of materials: serials and government documents
9. Acquisitions: organization, staffing, and standards
10. Acquisitions: distributors and vendors; gifts and exchanges; resource sharing
11. Fiscal management
12. Collection maintenance: deselection, conservation, and preservation
13. Legal issues: intellectual freedom, censorship, and copyright

### Bibliography:

Evans, G. Edward and Saponaro, Margaret Zarnosky (2005). **Developing Library and Information Center Collections**. Westport, CT: Libraries Unlimited [Greenwood Press]. 446p.

- Moulton, Lynda W. (1991) **Data Bases for Special Libraries: A Strategic Guide to Information Management** (65.00 \$US) Greenwood Press; ISBN13: 9780313273698; ISBN10: 0313273693
- Intner, Sheila S. and Weihs, Jean (1998). **Special Libraries: A Cataloging Guide** (80.00 \$US) Libraries Unlimited ISBN13: 9780872879553; ISBN10: 0872879550 (Table of Contents at <http://lu.com/showbook.cfm?isbn=9780872879553> )
- Dority, G. Kim (2006). **Rethinking Information Work: A Career Guide for Librarians and Other Information Professionals** (38.00 \$US) Libraries Unlimited. ISBN13: 9781591581802 ; ISBN10: 159158180X
- American Psychological Association (2001). **Publication Manual of the American Psychological Association**. Washington, DC: Author. ISBN: 1-55798-791-2. *This manual is a primary reference for*

*APA style, a common writing style used in LIS.<sup>1</sup> Quick look-up guides are available in many large bookstores and online by searching for APA Style and limiting results to the '.edu' [education] domain. Students will also be introduced to REFWORKS™ (a bibliographic software utility) in this course.*

- Eberhart, G. M. (2006). **The whole library handbook 4: Current data, professional advice, and curiosa about libraries and library services.** Chicago: American Library Association. ISBN: 0-8389-0915-9. *This fun and useful book is available from the ALA (<http://www.alastore.ala.org/>).*

**Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)**

Asynchronous or synchronous Lecture  
Assigned weekly reading  
Weekly assignments (individual and group)  
Active participation in online discussions  
Research for semester-long projects (term papers, projects)  
Presentations (online or face to face)  
Academic Service-Learning projects (where appropriate)

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<sup>1</sup>*Other styles are used in other contexts. The important thing is consistently to facilitate re-use.*