

INLS 513: Resource Selection and Evaluation
Spring 2013 – Tuesday, 2:00 - 4:45 PM. Manning, 307

INSTRUCTOR

Ericka Patillo, Lecturer. patillo@unc.edu.

Office hours: Thursdays, 11 AM-12 PM, and by appointment, in Manning, rm 213C

Course Description

This course covers the identification, provision, and evaluation of resources to meet primary information needs of clientele in different institutional environments.

We will explore the defining characteristics of collections; the challenges of defining the scope and boundaries of collections; the development of collections that are valuable to one or more communities; issues related to ensuring the sustainability of collections; and legal and ethical considerations associated with selecting, evaluating, collecting, managing, and providing access to information and documentary artifacts in a variety of forms (e.g., reference works, nonfiction, fiction, graphic novels).

Collections are, first and foremost, dynamic entities, and we will frame many of our discussions within the lifecycle of information—from conception and creation, to selection and storage, to access and evaluation, to long-term preservation and de-selection (or weeding). Additionally, we will explore emerging issues in collection development and management, namely: digitization projects, self-archiving behaviors, and institutional repository development, among others. We will also consider ways in which cultural institutions can collaborate in their collecting activities and ways in which the efforts of different types of organizations (libraries, archives, and museums) have begun to converge in recent years.

Course Objectives

By the end of the course, it is expected that students will be able to

1. Identify and recall the major questions, issues, consequences, philosophies, and models in collection management;
2. Critique recent literature on collections and collecting—from a variety of perspectives and in a variety of settings—in order to understand the major questions, issues, consequences, philosophies, models, and other forces at

work;

3. Analyze and evaluate written collection development policies with a sensitivity toward the social contexts in which the collections are situated;
4. Articulate similarities and differences between the collecting activities of different types of cultural heritage institutions (e.g., academic/public/special/school libraries, archives, and museums);
5. Apply a set of heuristics and principles for approaching collection development and management in professional situations (e.g., use of selection aids, circulation statistics, number of pending hold requests);
6. Reflect upon their attitudes and practices for the purposes of self-assessing their performance as developing professionals.

Course Materials

We will use a number of readings from a variety of sources in this course, most of which will be accessible through UNC Libraries course reserves system or in the resources section of Sakai. It is recommended that you also acquire the primary texts, which are:

Evans, G. Edward, and Margaret Zarnosky Saponaro. *Collection Management Basics*. 6th edition, Library and Information Science Text Series. Westport, CT: Libraries Unlimited, 2012. [also available on reserve at the SILS Library]
Z687 .E918 2012

Johnson, Peggy. *Fundamentals of Collection Development & Management* (2nd ed). Chicago: American Library Association, 2009. [also available on reserve at the SILS Library] Z687 .J64 2009

Other materials on reserve [available for limited circulation from the SILS Library]:

Alabaster, Carol. *Developing an Outstanding Core Collection: A Guide for Libraries*. Chicago: American Library Association, 2009. Z687.2.U6 A43 2010

Anderson, Joanne S., Chris Desjarlais-Leuth, Maureen Gleason, Caroline C. Long,

Marilyn Myers, Mary Ellen Quinn, and Kathleen A. Sullivan. *Guide for Written Collection Policy Statements*. 2nd edition. Chicago: American Library Association, 1996. Z687 .A518 1996

Bishop, Kay. *The Collection Program in Schools*. AASL, 2007. Z675.S3 V334 2007

Hoffmann, Frank W., and Richard J. Wood. *Library Collection Development Policies: Academic, Public, and Special Libraries*. Lanham, MD: Scarecrow Press, 2005. Z687.2.U6 H64 2005

Hoffmann, Frank W., and Richard J. Wood. *Library Collection Development Policies: School Libraries and Learning Resource Centers*. Lanham, MD: Scarecrow Press, 2007. Z687.2.U6 H65 2007

Saricks, Joyce G. *Readers' Advisory Service in the Public Library* (3rd ed). Chicago: American Library Association, 2005. Z711.4 .S27 2005

Shearer, Kenneth D., and Robert Burgin (eds.). *The Readers' Advisor's Companion*. Engelwood, CO: Libraries Unlimited, 2001. Reference Z711.55 .R43 2001

Journals and serial publications related to themes in this course:

The Acquisitions Librarian (<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=71904>)

Council on Library and Information Resources Reports (<http://www.clir.org/pubs/reports/>)

Collection Management (<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=73058>)

Collection Building (<http://search.lib.unc.edu/search?R=UNCb1516837>)

D-Lib Magazine (<http://www.dlib.org/>)

Library Collections, Acquisitions, & Technical Services

(<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=11227>)

Publishers Weekly (<http://eresources.lib.unc.edu/ejournal/titlematch.php?resourceID=44428>)

And others cataloged with the LC subject headings "Library Collection Development--Periodicals." and

“Collection development (Libraries)--Periodicals.”

Electronic mailing lists devoted to collection development and acquisitions issues:

ACQNET mailing list (<http://www.acqweb.org/acqnet.html>)

COLLDV-L mailing list (<http://serials.infomotions.com/colldv-l/>)

Liblicense-L mailing list (<http://www.library.yale.edu/~llicense/ListArchives/>)

INLS 513 Section 1 - Assignments and Evaluation

Student responsibilities for the class consist of completing the readings and in-class and out-of-class assignments and discussions. There is a course project and a final exam. Details for each assignment are available in separate documents.

Assignment Summary:

	Assignments	Due Date	Total Possible Points
	Resource selection for Assignment #1 Community selection for Assignment #3	Jan. 17 Feb. 14	0
# 1	Resource evaluation/review	Jan. 31	20
# 2	Annotated collection development policies	March 7	20
# 3	Community-based resource collection	April 25	30
	Group presentation	April 25	
	Final Exam	May 2	15
	Class participation	Throughout the semester	15
	(attendance and contribution to large/small group discussions including in Sakai)		(9)
	3 current events/review	Anytime during the semester	(6)
	Total possible points		100

Grading Policy

Grades for individual assignments will be based on the points obtained on each assignment, weighted by percentages given above, in order to calculate final semester grades. Numerical grades for the course as a whole will roughly translate into the following letter grades:

H 98.0 - 100%

P 80.0 – 97.9%

L 70.0 – 79.9%

F <70%

Our interpretation of the grading scale follows:

H: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that surpasses course expectations. In INLS 513, this means the student has contributed on a regular basis on the discussion forums with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the literature is shown in major written assignments and is documented clearly. The H student initiates issue discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester.

P: Satisfactory work at the graduate level. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level. In INLS 513, this means the student demonstrates understanding of issues across the entire semester and supports this understanding with the required readings. The student participates in discussions with relevant comments.

L: Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

F: Failing. Student may continue in the program only with permission of the dean.

IN - Incomplete: A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructors.

UNC Honor System

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://www.unc.edu/depts/honor/honor.html>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to us or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full

participation and observance of this important aspect.

Statement Regarding Disability-Related Accommodations

If you feel you may need an accommodation based on the impact of a disability, please contact us privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

Diversity Statement

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.