

INLS 513: Resource Selection and Evaluation
Spring 2015 – Wed, 12:20 -3:05 PM. Manning, 208

INSTRUCTOR

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Office hours: Tuesdays, 11-12 and by appointment, in Manning, rm 306

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.

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.

INSTRUCTIONAL METHODS

Lecture, Literature, Expert guests

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]

Johnson, Peggy. *Fundamentals of Collection Development & Management* (3rd ed). Chicago: American Library Association, 2014. [also available on reserve at the SILS Library]

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/coll dv-l/>)

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

ASSIGNMENTS AND EVALUATION:

#	Assignments	Due Date	Total Possible Points
	Resource selection for Assignment #1	Jan. 28	0
1	Resource evaluation/review	Feb. 4	10
	Community selection for Assignment #3	Feb. 11	0
2	Annotated collection development policies	March 4	25
3	Community-based resource collection	April 22	30
	Group presentation	April 22	5
	Final Exam	April 27	15
	Class participation	Throughout the semester	15
	(attendance and contribution to large/small group discussions)		(9)
	3 current events/review	1: by Feb. 4 2: by March 18 3: by April 8	6
	Total possible points		100

Failure to complete any of the work will result in a zero for that assignment.

Grading Policy

Final course grade will be assigned based on the following definitions (from registrar.unc.edu):

A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D	A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F	For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

The following scale is a close interpretation of the definitions above:

For undergraduate courses:

A = 97-100

A- = 90-96

B+ = 87-89

B = 83-86

B- = 80-82

C = 70-79, with + and - ranges the same as for B

D = 60-69, with + and - ranges the same as for B

F = 59 and below

For graduate courses (from SILS faculty by-laws):

H = A

P = A-, B+, B, B-

L = C+, C, C-

F = D+, D, F

EXPECTATIONS OF PROFESSIONALISM

Ethics

- ✦ You are expected to abide by the Honor Code of the University, and violations are subject to severe penalties.
- ✦ Study groups are encouraged, but all formal written assignments must be your individual work.

Model these behaviors

- ✦ Attendance is expected, but also be intellectually present (not just in body)
- ✦ Arrive on time for class
- ✦ Display preparedness for class by completing reading assignments
- ✦ Respect yourself, classmates and the instructor
- ✦ Take responsibility for your own learning
- ✦ Participate! (Involve yourself in the subject in your own way – don't tune out)

Avoid these disruptive behaviors

- ✦ Cellphones are disruptive - put them on “silent” while in class
- ✦ Laptops and smartphones can be disruptive; while in class, use them to supplement your learning, not distract you from learning
- ✦ Avoid side conversations

Due dates. All work is due at class time on the day assigned unless an extension is arranged in consultation with the instructor before that date. PAPERS AND MAJOR ASSIGNMENTS TURNED IN LATE WITHOUT PRIOR PERMISSION WILL AUTOMATICALLY RECEIVE A LOWERED GRADE.

If you miss a class, it is your responsibility to obtain materials and information covered during your absence.

Statement Regarding Accessibility-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 Accessibility Resources & Service at (919) 962-8300 or accessibility@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.

In addition, Professor Patillo is a Safe Zone Ally. The Safe Zone program is a symbol of this University’s commitment to diversity and inclusiveness. The purpose of Safe Zone is to create a network of allies for lesbian, gay, bisexual, transgender, intersex, queer, and allied (LGBTQIA) students.

Communicating with the instructor:

Sending a message via Sakai is preferred; even then do not expect an immediate response. I will do my best to get back to you within 48 hours, but you should plan for longer.

Sometimes the fastest, most effective way to reach me is to simply come by my office.