

## LIS 615, Spring 2009

Monday, 5:00 to 7:40pm

Holmes Hall, 242

Instructor: [Brian Richardson](#)

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Online Materials Available at: <http://laulima.hawaii.edu>

### Course Catalog Description

Principles and issues of collection management and care. Criteria and tools for selecting and deselection materials. Relationships with publishers/producers. Prerequisites: None

### Prerequisite

None

### Core Competencies Addressed

Knowledge Organization  
Technological Knowledge  
Knowledge Dissemination — Service  
Knowledge Inquiry — Research

### Required Textbooks

Edward G. Evans, *Developing Library and Information Center Collections*. 5th ed. Englewood, CO: Libraries Unlimited, 2005 (472 pp.). ISBN 1591582199

Students in the school library media track *may* instead use: Kay Bishop, *The Collection Program in Schools: Concepts, Practices, and Information Sources*. 4th ed. (Greenwood, CO: Libraries Unlimited, 2007) (292 pp.). ISBN-13: 9781591583608

You are encouraged to purchase a copy of: ALA Office for Intellectual Freedom, *Intellectual Freedom Manual* (7th Ed.) (Chicago: ALA, 2005). This book is available at the ALA Bookstore: 1-800-545-2433, press 7. ALA members get a discount.

Additional readings will be handed out in class or made available electronically.

## Grading and Assignments

Specific grading criteria are mentioned in the instructions for each assignment, but in general I like to reward papers that are well-written, well-researched, creative, and show me that you are integrating questions from this class and your real life experiences and readings from relevant professional literature.

Part of demonstrating professionalism includes using LIS terminology when appropriate. I also am happy if you can tie theoretical issues to the larger world as long as this supplements your LIS readings (not in lieu of them). I highly value critical thinking. Do not take everything you read or hear as truth.

## Grading

Your grade will be determined on the following basis.

Collection Management Project = 60% ([view assignment](#))

Brief Proposal (5%)

Initial Presentation (5%)

Content Development Portfolio (40%)

Final Presentation (10%)

Weeding Activity and Reflection Paper = 20% ([view assignment](#))

Laulima reflections = 10% ([view assignment](#))

Participation = 10% ([view more information](#))

## Grading Scale

100-98 A+,	97-94 A,	93-90 A-;
89 - 87 B+,	86-83 B,	82-80 B-;
79 - 77 C+,	76-73 C,	72-70 C-;
69 - 67 D+,	66-63 D,	62-60 D-.

Papers are due at the start of class. One point per day late will be subtracted from overdue assignments (starting with the time papers are handed in).

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.

## Technology Requirements

This course requires you to use a computer to produce all of the written assignments. You are also required to obtain and use your free UH email account (or a commercial one if you prefer) to subscribe to lis-stu (our internal mail list for students).

Students should also be familiar with Laulima. An introduction will be provided in class if necessary.

## Professional Expectations

All LIS students are expected to be familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students.php?page=profexp>

## Teaching Methods

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding.

## Research Methods

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses”:

- (1) Action Research
- (3) Case Study
- (8) Ethnomethodology
- (16) Interview
- (18) Needs Assessment

## Program Learning Objectives Addressed

The Program’s first goal is for students to acquire the knowledge, skills, and attitudes that are fundamental to professional competence and career-long professional growth in the library and information services field. This core survey course addresses the following objectives of the LIS Program, enabling you to:

- Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
- Demonstrate an understanding of the development, organization, and communication of knowledge;
- Apply basic competencies and knowledge that are essential for providing, managing, and

designing information services and programs in a variety of information environments;  
Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;  
Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information;  
Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;  
Demonstrate basic competencies required for instructional program development in particular information environments;  
Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;  
Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;  
Demonstrate basic competencies in the latest specialized information technologies;  
Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[The text above comes from the 2007 UH LIS Program Mission and Goals.]

## Course Objectives

This is an introductory core course, enabling students to:

- To identify and assess accurately the needs for library materials and resources demonstrated by understanding users and nonusers of libraries, as well as the universe of knowledge.
  - To become familiar with the general organization and practices of the publishing and information industries, broadly conceived, as they relate to libraries and society at large.
  - To learn to apply appropriate principles and standards in the selection of library resources.
  - To evaluate print and electronic library collections and to recommend alternatives for specific situations.
  - To gain a general overview and a working knowledge of the processes of acquisition of library resources, including the antiquarian book market.
  - To gain practical experience in preparing a grant proposal, then developing a model collection.
  - To gain experience in critical and persuasive writing, and public speaking on relevant professional concerns.
  - To develop a critical understanding of the elements of a good review by writing a publishable book/ material review and by becoming a critical user of credible online and printed review sources.
  - To become more familiar with the practical and ethical dimensions of intellectual freedom as they relate to library collections.
- It would be impossible to learn everything there is to know about collection management (CM) in one semester. It is even more difficult to forecast the skills needed to manage collections in the future as technologies and markets change.

CM is made up of a series of skills that are learned over a lifetime of reading and professional experience. This course though may be your only formal instruction on the topic. With that in mind I hope that when you complete this course you will feel confident about your

ability to actually do practical CM. I also hope the class will leave you with some theoretical concerns related to CM that will guide you throughout your professional career. I also hope it will encourage you to critically reflect on the role libraries and information play in facilitating democratic discourse.

### ALA Core Competencies

In 2007 the LIS Program decided to map our courses along with the ALA’s 2005 Draft “Statement of Core Competencies” as a way of basing our course offerings in parallel with requirements for today’s professional.\* This course contributes to learning the following competencies:

1. Professional Ethics	2. Resource Building	3. Knowledge Organization	4. Technological Knowledge	5. Knowledge Dissemination — Service	6. Knowledge Accumulation — Education and Lifelong Learning	7. Knowledge Inquiry — Research	8. Institution Management	A. Social, Historical, and Cultural Context *
Secondary Emphasis	Primary Emphasis		Secondary Emphasis				Secondary Emphasis	Secondary Emphasis

\* The LIS Faculty added one competency (A): Social, Historical, and Cultural Context: concepts and knowledge regarding the socio-historical development of libraries, print culture, and information science; international librarianship, information policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawaii, the Pacific region, and Asia.

# Timetable

## Week One - January 12

**Topic:** Introductions

**Topic:** Where does Collection Management fit with the program?

**In Class Activity:** Short Article Presentation

**In Class Activity:** Watch *The Day the Universe Changed*, episode 4, "A Matter of Fact"

## Week Two - January 26

**Read:** Evans, chapter 1 - "Information Age, Information Society"

**Read:** Evans, chapter 2 - "Information Needs Assessment"

**Topic:** Kinds of Libraries (or, rather, library-functions)

**Topic:** Needs Assessments for Collection Management  
survey instruments  
institutional goals

## Week Three - February 2nd

**Laulima Reflection #1 (due by noon):** Describe a resource you will use for your Collection Management Project that other students may not know about. Why is it useful?

**Due:** Topic and Library Selection for Content Management Project ([stage 1](#))

**Read:** Evans, chapter 3 - "Collection Development Policies"

**Read:** Evans, chapter 14 - "Evaluation"

**Read:** Windward CC's [Collection Management Policies](#)

You may also want to look at the policies for [UH Manoa](#) and for the [Hawaii State Public Library](#)

**Topic:** What can you know about your collection?

UH Library [webtools](#) - check out the Mean-Median-Mode (age of collection) report and the MFHD (title) report

## Week Four - February 9th

**Laulima Reaction (due by noon):** React to a post from last week

**Read:** Evans, chapter 4 - "Selection Process in Practice"

**Read:** Evans, chapter 13 - "Deselection"

**Topic:** The Acquisition Process

**In Class Activity:** Meet with Irene Mesina, Head Librarian at Honolulu Community College, to discuss the [weeding project](#)

## Before next class:

Weed, baby, weed ...

## Week Five - February 23rd

Class meets at 5:30pm at HCC Library to discuss results of the [weeding project](#)

## Week Six - March 2nd

**Laulima Reflection #2 (due by noon):** What was your greatest success or failure during the weeding process and how why do think it happened?

**Due:** Proposal Paper for the Collection Management Project ([stage 2](#))

**Read:** Evans, chapter 15 - "Resource Sharing"

**Read:** Evans, chapter 16 - "Protecting the Collection"

**Topic:** Discussion of the Public Library

**Topic:** How do you find out what books exist?

**Topic:** How do you assess books without reading them first?  
the importance of professional book reviews

## Week Seven - March 9th

**Laulima Reaction (due by noon):** React to a post from last week

**Due:** Oral presentation of Collection Management Proposal ([stage 3](#))

**Read:** Evans, chapter 5 - "Producers of Information Materials"

**Read:** Evans, chapter 6 - "Serials - Print and Electronic"

**Topic:** Discussion of the Academic Library

**Topic:** The publishing industry, circa 1920

## Week Eight - March 16th

**Laulima Reflection #3 (due by noon):** What is posing the greatest challenge in Collection Development assignment? What could be done to respond to this challenge?

**Read:** Evans, chapter 7 - "Other Electronic Materials"

**Read:** Evans, chapter 8 - "Government Information"

**Topic:** Discussion of the Special Library

**Topic:** The information industries, circa 2000

## Week Nine - March 30th

**Laulima Reaction (due by noon):** React to a post from last week

**Read:** Evans, chapter 9 - "Audiovisual Materials"

**Read:** Evans, chapter 10 - "Acquisitions"

**Topic:** Digitized collections

## Week Ten - April 6th

**Laulima Reflection #4 (due by noon):** What did you learn about a specific print publisher that could help you with your Collection Development Project?

**Read:** Evans, chapter 11 - "Distributors and Vendors"

**Read:** Evans, chapter 12 - "Fiscal Management"

**Due:** [Book Review](#)

**Topic:** Budgeting

## Week Eleven - April 13th

**Laulima Reaction (due by noon):** React to a post from last week

**Read:** Evans, chapter 17 - "Legal Issues"

**Read:** Evans, chapter 18 - "Censorship, Intellectual Freedom, and Collection Development"

**Topic:** Censorship

**Topic:** Copyright and Copywrong

## Week Twelve - April 20th

**Read:** To be determined

**Topic:** To be determined

## Week Thirteen - April 27th

**Laulima Reflection (due by noon):** What was the most useful online resource for your Collection Development Project?

**Due:** The Content Development Portfolio ([stage 4](#))

**Due:** Final presentations on Collection Management Proposals ([stage 5](#))

## Week Fourteen - May 4th

**Laulima Reaction (due by noon):** React to a post from last week

**Due:** Final presentations on Collection Management Proposals ([stage 5](#))  
symbolic book pulping or other celebratory ending