LIS 615 Collection Management  
3 Credits  
Spring 2017

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Telephone: (808) 956-5809 — e-mail is preferred  
Fax: (808) 956-5835

Course page: via login at http://laulima.hawaii.edu/  
Office Hours: by appointment — please send e-mail  
also available via Skype

Classroom: Hamilton Library, 2K (basement)  
Class Schedule: Tuesdays, 5:00 to 7:30pm, January 9 to May 12, 2017

Any updates to this syllabus and other resources will be uploaded to the Laulima site.

Course Description


Prerequisites: None

Teaching Methods

The course will be taught in a face-to-face environment with some online interaction.

There will also be fieldwork which will involve spending time outside of the regular class time at the Chaminade University Library (http://www.chaminade.edu/library)

Professional Expectations

All students in the Program are expected to become familiar with an adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/ .

Technology Requirements

Students should have a reliable internet connection and a computer capable of running the latest internet programs, including a recent web browser, and word processor, and so on.

If you have issues with the technology, online help is likely available. For Laulima problems, there is a "Request Assistance" link at all Laulima pages. Also, you can contact me any time. Technological problems are one of the main reasons why students do not succeed in online classes, and the faster they can be resolved, the better.
Program Student Learning Outcomes (SLOs) Addressed

This course addresses the following Program SLOs:

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   a: Apply LIS theory and principles to diverse information contexts
   c: Develop and apply critical thinking skills in preparation for professional practice

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   a: Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.
   b: Organize, create, archive and manage collections of information resources following professional standards

SLO 4: Evaluate and use the latest information technologies, research findings and methods.
   b: Integrate emerging technologies into professional practice
   c: Apply current research findings to professional practice

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
   b: Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

from http://www.hawaii.edu/lis/content/advising/ALA_Core.Alignment_LIS_Student_Outcomes.pdf

LIS Research Methodologies

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”:

Action Research ------------ the course applies to the creation of action research as part of the assessment and creation of online data-driven websites.

Case Study--------------- the course applies to studying specific examples of data-driven websites.

Interview --------------- the course will include discussion of how patron interviews can assist in collection development.

Needs Assessment ------- the course will consider the value and limitations of needs assessment in data-driven website design.

Other methods, such as instructional design, survey research, and marketing will also be considered to some extent.

see http://www.hawaii.edu/lis/program/advanced-certificates/research-methods/
Required Textbooks


If you haven’t already done so for a different class, you are encouraged to purchase a copy of the 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 assigned and made available through *Laulima* [https://laulima.hawaii.edu/](https://laulima.hawaii.edu/).

Disability Accommodations

If you need reasonable accommodations because of the impact of a disability, please:

[1]  contact the Kokua Program (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Lili'uokalani Center for Student Services, [http://www.hawaii.edu/kokua/](http://www.hawaii.edu/kokua/);

[2]  speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Grading Scale

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<tr>
<th>Score range</th>
<th>Grade</th>
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<tr>
<td>100 to 98</td>
<td>A+</td>
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<td>97 to 94</td>
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<td>62 to 60</td>
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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.

Assignment 1: Participation in Online Discussions (10%)
Assignment 2: Participation in Classroom Sessions (10%)
Assignment 3: Academic Article Review and Presentation (10%)
Assignment 4: Weeding Activity and Reflection Paper (20%)
Assignment 5: Collection Management Project (50% total)

Details for the assignments can be found on the Laulima site for LIS 615.
## Alignment of Assignments to Student Learning Outcomes

<table>
<thead>
<tr>
<th>Assignment 1: Participation in Online Discussions</th>
<th>SLO 1a: Apply LIS theory and principles to diverse information contexts</th>
<th>SLO 1c: Develop and apply critical thinking skills in preparation for professional practice</th>
<th>SLO 3a: Demonstrate understanding of the processes by which information is created, evaluated, and disseminated</th>
<th>SLO 3b: Organize, create, archive and manage collections of information resources following professional standards</th>
<th>SLO 4b: Integrate emerging technologies into professional practice</th>
<th>SLO 4c: Apply current research findings to professional practice</th>
<th>SLO 5b: Demonstrate understanding of the social, cultural, political, and economic context of information services and systems</th>
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<td>Assignment 2: Participation in Classroom Sessions</td>
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<td>Assignment 3: Weeding Activity and Reflection Paper</td>
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<td>Assignment 4: Collection Management Project</td>
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General Assignment Policies

**Plagiarism** will result in failing the class. It also will be reported to the department for appropriate action. This is a major concern, as reflected in the “Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii”.

As a review, any **quotes** should either be placed in quotation marks or block quotes for longer extracts. Block quotes are single-spaced and indented on both sides and do not use quotation marks. You do not need to put these in italics. Either type of quotation or paraphrased information should be cited.

You may use any recognized **citation style** (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you **cite the specific page**. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected to show the tone of an author or demonstrate precise definitions. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a *Library Journal* interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, “….”¹

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

Use 12-point Times (or Times New Roman or something similar) font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Each page should be paginated.

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.