

The University of Iowa  
School of Library and Information Sciences  
Spring 2019

Course	SLIS 6345: Stewardship of Information and Collections
Course Schedule	Tuesdays 9:30-12:00
On Campus	3082 Main Library
EXE Section	<a href="https://uiowa.zoom.us/j/961596091">https://uiowa.zoom.us/j/961596091</a>
Instructor	Dr. Lindsay Mattock
Office Location	3072 Main Library
E-mail	<a href="mailto:lindsay-mattock@uiowa.edu">lindsay-mattock@uiowa.edu</a>
Office Hours	Mondays and Tuesdays by appointment schedule at <a href="http://lindsaymattock.net/officehours.html">lindsaymattock.net/officehours.html</a>

### **Course Overview**

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This course will address the principles of creating, building, and maintaining digital and print collections in libraries and other information organizations. By the end of the semester students will be able to:

- Identify and define the core principles of collection development and management, including the selection of print and digital resources; planning and budgeting; collection analysis, evaluation, and management; marketing, liaison activities, and outreach; and intellectual property and freedom.
- Apply these principles in specific contexts to address key aspects of collection development and management, including how to select materials for a certain type of collection; develop and assess plans and policies; analyze and evaluate collections and collection strategies; manage collections efficiently; and advocate effectively for intellectual and intellectual freedom rights.

## Required Textbook

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Peggy Johnson, *Fundamentals of Collection Development and Management, 4<sup>th</sup> Edition* (Chicago: ALA, 2018). ISBN: 978-0-8389-1641-4

Please note that this is the **fourth edition** of this text. An electronic copy is available through the [University Libraries](#). The text is available for purchase through the ALA BookStore <https://www.alastore.ala.org/content/fundamentals-collection-development-and-management-fourth-edition> at a discount to members. Additional required readings are available through the University Libraries.

## Semester at a Glance

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Week 1   January 15	Introduction to Stewardship of Info & Collections
Week 2   January 22	Selection Models
Week 3   January 29	Responsibilities of Collection Building
Week 4   February 5	Planning, Policy, and Budgets
Week 5   February 12	Developing Collections
Week 6   February 19	Print Materials
Week 7   February 26	Digital Materials
Week 8   March 5	Other Materials
Week 9   March 12	Tech Presentations
March 19	Spring Break
Week 10   March 26	Identities, Differences, and Diversity
Week 11   April 2	Managing Collections
Week 12   April 9	Vendor Relations, Negotiation, and Contracts
Week 13   April 16	Marketing, Liaison Activities, and Outreach
Week 14   April 23	Collection Analysis
Week 15   April 30	Collaborative Collection Development

## Course Requirements and Grading

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All assignments are to be submitted electronically through the designated space in ICON, unless otherwise noted. Assignments are due by 9:30 am on the due date stated in the syllabus. Late assignments will NOT be accepted.

### Assignments at a Glance

Assignment	Percentage	Due Date
Attendance and Participation	10%	Throughout term
Annotated Bibliography	25%	Weeks 2-15
Technology Assignment	30%	Week 9
Final Assignment	35%	Finals Week

### Attendance and Participation

#### *Individual Assignment*

**10% of final grade**

#### **Throughout Term**

Each week you are responsible for contributing to the class discussion and activities. This means that you should come to class prepared to discuss the required readings, lead discussion, and collaborate with your classmates. Regular and punctual attendance in class is expected. Your attendance and participation will be assessed each week and a grade will be assigned at the end of the term according to the following rubric:

Requirement	Percentage	Expectations
Attendance	20%	You attend all of the required class sessions, arrive on-time for class, and participate in the class activities until dismissed
Participation	80%	You engage in course discussion sharing your observations, questions, and insights each week. You collaborate with your group members in group activities and assignments completing your assigned tasks and allowing everyone in the group to have an equal voice. Your contributions demonstrate maturity and collegiality, respecting the diversity of voices in the classroom.

## **Annotated Bibliography**

### **Individual Assignment**

**25% of final grade**

**Due Weeks 2-8 and 10-15**

Collection development is an activity that occurs across LIS contexts, however you may have an interest in a particular type of collecting institution. The Annotated Bibliography is your opportunity to further explore each of the weekly topics within a particular collection development context and to familiarize yourself with the literature in this area.

During the first class session you will declare you interest in a type of collecting institution (public libraries, academic libraries, special collections, archives, etc.). For each of the following weeks of class you will select a scholarly journal article or book chapter to read along with the assigned reading for the week. The "Library and Information Science" LibGuide can help you to identify appropriate literature <<http://guides.lib.uiowa.edu/lis/>>. The selected piece should align with your chosen context and the weekly topic.

After selecting and reading your peer-reviewed work, you will compose three brief paragraphs analyzing and reflecting on the piece that you have read. Your annotated bibliography entry will be posted to the discussion board before our class meeting each week.

Composing your entry:

- (1) Provide a full citation for your selected work formatted according to *The Chicago Manual of Style*.
- (2) Summary: Provide a brief summary of the selected work. Who is the author? What is the author's main argument? What were the key points raised? What was the author's conclusion?
- (3) Applicability: Justify your choice by drawing connections between the assigned reading and weekly topic to your selection. How is this reading applicable to your context? How does the subject address the weekly topic? Where can you draw connections to the required reading?
- (4) Discussion Points and Questions: Outline at least three discussion points or questions that will help to generate a conversation about your selection and the weekly topic. The questions/points should critically engage with the reading, demonstrating that you have considered the relationship between your chosen piece, the required reading, and the weekly topic.

You will submit your annotated bibliography entry to the appropriate ICON discussion board for each of the required weeks. Your scores over the semester will be averaged together at the end of the term to determine your final grade. Each entry will be evaluated according to the following criteria:

Requirement	Percentage	Expectations
Quality of Resource	10%	The selected work is a peer-reviewed, scholarly, journal article or book chapter.

Summary	30%	The entry succinctly and clearly summarizes the author's thesis and addresses the main arguments of the work. The summary also provides details about the author and their area of study.
Applicability	30%	The entry addresses the applicability of the work to the weekly topic, your LIS context, and draws connections to the required reading for the week.
Questions/Discussion Points	20%	The entry includes at least three discussion points or questions that can serve to generate discussion about the weekly topic. The points/questions demonstrate a command of the subject area and are written to engage your peers as an audience.
Clarity of Writing	10%	The entry is organized according to assignment description and demonstrates evidence of proofreading and proper use of grammar and punctuation. All citations are formatted according to <i>Chicago Manual of Style</i> .

## Technology Evaluation and Report

### Team Assignment

**30% of final grade**

**Due March 12**

Working in small teams (2-3 students) you will develop a profile for a collecting organization and evaluate a content management system or ILM appropriate for your institution. You may select from the examples provided on ICON or select another software of your choice.

You will present your evaluation to the class during the March 12<sup>th</sup> meeting. The in-class presentation will be accompanied by a one-page Executive Summary describing your findings and recommendations. Each student team will submit their Executive Summary and presentation as a single .pdf to the appropriate ICON assignment link prior to the presentation in class. All members of the team will receive the same grade. The assignment will be evaluated according to the following rubric:

Requirement	Percentage	Expectations
Library Profile	20%	The presentation describes a fictional or real organization that will serve as the case study for your project. The profile should include a description of the mission of the organization, the number of patrons served, the size and scope of the collection, the types of materials collected, and information about the staff and volunteers. These details will guide your evaluation.

Technology Overview	20%	The presentation provides a brief overview of the selected technology. This section of the presentation should include details about the basic functionality, vendor, implementation, and cost.
Technology Assessment	30%	The presentation includes a critical assessment of the technology including the vendor, the affordances of the software in relation to the needs of your institution, the costs associated with the implementation of the tool over both the short and long term, staff support and training, the technological requirements, as well as the front-end experience for patrons. Students should reference "How to Evaluate and Purchase an ILS," <i>Library Technology Reports</i> (May/June 2003).
Executive Summary	10%	The presentation is accompanied by a one-page Executive Summary. This document should outline your rationale for the adoption of the new software along with your major findings and recommendations. The summary should succinctly describe your assessment, providing the reader with all of the salient details about the software that you are recommending.
Question and Answer	10%	You are prepared to answer questions from the instructor and your peers regarding the details of the technology that you have selected or the application of the technology in your LIS setting. Students should provide thoughtful responses demonstrating knowledge of the technology and the case study.
Clarity	10%	The executive summary is well organized and easy to read, demonstrating evidence of proofreading and proper use of grammar and punctuation. The presentation includes appropriate visuals to guide the audience. All citations are properly formatted according to <i>Chicago Manual of Style</i> .

## Final Assignment

There are two options for the final assignment (1) a practice-based assignment to be completed in small teams or (2) an individual research paper. You must select an option by completing the Final Assignment Survey on ICON by the Week 8 class meeting, March 5<sup>th</sup>.

### Option 1: Collections Development Policy and Plan

#### Team Assignment

**35% of final grade**

**Due May 7**

Working in small teams, 2-4 students, you will select a library case study and develop a mission statement and collections development policy and plan for your library or collecting institution. Teams may build from the case study developed for the technology evaluation assignment, or begin with a new institution. A template has been provided on the ICON site to assist each team with the development of their Policy and Plan. Teams may elect to add statements and sections to the plan based on their research, but must respond to all of the prompts provided in the template. In addition to the Policy and Plan, each group will compose a brief 3-5 (double spaced) reflection describing the process of developing their library profile and plan.

The assignment is due the Tuesday of finals week and should be submitted as a single .pdf to the appropriate link on ICON. All members of the team will receive the same grade. The assignment will be evaluated according to the following criteria:

Requirement	Percentage	Expectations
Collection Development Plan	60%	The Collection Development plan addresses all of the required prompts and questions in the provided template. The team has thoroughly developed their library profile, basing their case study on an existing organization considering the population and demographics for the area in which the organization is located. The responses demonstrate evidence that the group has researched examples of plans and policies and methodologies for collection development.
Reflection	30%	The reflection includes a discussion of the research conducted to develop the library profile and collection development plan. The statement should include a description of the organization(s) that influenced the development of your case study, the scholarly resources and example policies that influenced your policy and plan, as well as the team's rationale for the specifics detailed in the plan.

Clarity	10%	The assignment is well organized and easy to read, demonstrating evidence of proofreading and proper use of grammar and punctuation. All citations are properly formatted according to <i>Chicago Manual of Style</i> including footnotes and works cited.
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## Option 2: Topics in Collection Development

### **Individual Assignment**

**35% of final grade**

**Due May 7**

You will complete a 12-15 page (double-spaced) original research paper or literature review focused on a topic of your choice. The paper should review the relevant literature, citing a minimum of 10 sources. You may build from the annotated bibliography entries, but will need to focus your research on a narrow topic. Students choosing this option must submit an abstract proposing their research topic by Tuesday, March 26<sup>th</sup>. The final paper is due Tuesday, May 7<sup>th</sup> and should be submitted as a single .pdf to the appropriate link on ICON. The title page, headings, and works cited will not be included in the page count. Papers will be graded according to the following rubric:

Requirement	Percentage	Expectations
Abstract	10%	A 250-word abstract outlining your proposed topic was submitted by the stated deadline. The abstract clearly and succinctly describes <i>what</i> you will write about, <i>how</i> you will complete your research, and <i>why</i> this topic is relevant to the course.
Literature Review	20%	The paper reviews the peer-reviewed research relevant to your topic. The assignment includes at least 10 cited references to this scholarly literature. The works cited demonstrates evidence of an extensive review of the scholarship relevant to the topic, including a variety of sources and authors.
Analysis and Argumentation	60%	The paper includes a clear thesis statement, describing the topic or problem that you are exploring and states your position on the topic. The paper takes a clearly critical, contextualized, and possibly creative stance on an issue, concern, debate, or contention from multiple perspectives. The paper draws conclusions from the reviewed literature or original research to offer new insights into the topic.



Clarity	10%	The paper is well organized and easy to read, demonstrating evidence of proofreading and proper use of grammar and punctuation. All citations are properly formatted according to <i>Chicago Manual of Style</i> including footnotes and works cited.
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## Class Policies

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### Grading Scale

A	4.0	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67	F	0

Your work throughout the term will be evaluated to the rubrics posted under the individual assignment description and graded on this 4.0 scale. Please note that a B- does not count towards your degree progression and the course will have to be retaken (see "Academic Progress" in the *SLIS Student Handbook* <https://slis.grad.uiowa.edu/current-students>).

### Office Hours

Office hours will be held, by appointment on Mondays and Tuesdays each week. You may schedule an appointment at <http://lindsaymattock.net/officehours.html>

### Assignment Deadlines

All assignments are due by 9:30am on the date listed in the assignment description. **Late assignments will not be accepted.** Timely submission allows me to fairly evaluate everyone work and ensures that you will remain on track to complete all of your work by the end of the term. I will make exceptions for extenuating circumstances, so please reach out to me if you believe that you cannot meet an assignment deadline. See the *Extenuating Circumstances and Incomplete Grades*.

### Extenuating Circumstances and Incomplete Grades

While I believe that you must attend class each week to get the most out of this course, I understand that extenuating circumstances (illness, bereavement, etc.) may interfere with your ability to participate fully. It is your responsibility to contact me as soon as possible if such a circumstance will prevent you from attending a class session or completing the coursework according to the set schedule. I will then work with you to determine the best path forward for your particular situation. Incomplete grades will only be granted under these circumstances.

## Academic Integrity

All students are expected to adhere to the standards of academic honesty. Citation is one of the key competencies of information literate individuals and as such it is crucial for LIS professionals to learn the standards of and practice proper attribution. It is your responsibility to ensure that you are following these standards. Any student engaged in plagiarism, cheating, or other acts of academic dishonesty, will be subject to disciplinary action.

The *Chicago Manual of Style 16<sup>th</sup> Edition* stresses the importance of providing proper attribution when reusing the materials of others, arguing that this practice “not only bolsters the claim of fair use but also helps avoid the accusation of plagiarism.”<sup>1</sup>

Plagiarism is a serious offence that includes:

- stealing or passing off the ideas or words of another as one’s own
- using another’s work without crediting the source
- committing literary theft
- presenting as new and original a product or idea derived from an already existing source<sup>2</sup>

Plagiarism can be avoided by following the guidelines for proper citation and paraphrasing. Sections 13.1-13.6 of the *Chicago Manual of Style 16<sup>th</sup> Edition* <[chicagomanualofstyle.org/16/ch13/ch13\\_toc.html](http://chicagomanualofstyle.org/16/ch13/ch13_toc.html)> may be referenced for guidance. The University Writing Center <[writingcenter.uiowa.edu](http://writingcenter.uiowa.edu)> is another on-campus resource that is available to all students enrolled in course at the University.

Acts of plagiarism will be evaluated by the professor on a case-by-case basis and will be reported to the department. No credit will be given for plagiarized assignments. Minor transgressions will be documented in the student’s departmental file. If the case is deemed to be sufficiently egregious, the offence will be reported to the Graduate College and may result in expulsion from the program. Please review the policies in the *School of Library and Information Science Student Handbook* <[slis.grad.uiowa.edu/current-students](http://slis.grad.uiowa.edu/current-students)> and the *Graduate College Rules and Regulations* <[grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal](http://grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal)>.

## Students with Disabilities

Many students require particular accommodations in the classroom. I am happy to work with you to ensure that you have the best learning experience possible. If you are or may be requesting an accommodation, please speak with me privately and contact Student Disability Services, 3015 Burge Hall, 319-335-1462/319-335-1498 (TTY), as early as possible in the term. This will ensure that we both have all the tools and information that we need to have a

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<sup>1</sup> *The Chicago Manual of Style, 16<sup>th</sup> Edition* (Chicago: The University of Chicago Press, 2010): 190.

<sup>2</sup> *Merriam-Webster Online*, s.v. “plagiarize,” accessed January 6, 2016, <http://www.merriam-webster.com/dictionary/plagiarize>

successful semester working together. A comprehensive description of the services of that office can be obtained at <http://sds.studentlife.uiowa.edu>.

## **Reading and Topic Schedule**

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The reading schedule is subject to modification. The reading is to be completed before class each week. Assigned readings are available on ICON or through the University of Iowa Libraries.

### **Week 1 | January 15 – Introduction to the course**

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No Required Reading

### **Week 2 | January 22 – Selection Models**

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Textbook – “Chapter 1: Introduction to Collection Development and Management,” 1-36.

### **Week 3 | January 29 – Responsibilities of Collection Building**

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Textbook – “Chapter 2: Organizational Models, Staffing, and Responsibilities,” 37-76.

### **Week 4 | February 5 – Planning, Policy, and Budgets**

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Textbook – “Chapter 3: Planning, Policy, and Budgets,” 77-118.

### **Week 5 | February 12 – Developing Collections**

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Textbook – “Chapter 4: Developing Collections,” 119-160.

### **Week 6 | February 19 – Print Materials**

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Paul Genoni, “Storage of Legacy Print Collections: The Views of Australasian University Librarians,” *Collection Management* 37, no. 1: 23-46.

### **Week 7 | February 26 – Digital Materials**

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Barbara Blummer & Jeffrey Kenton, “Best Practices for Integrating E-books in Academic Libraries: A Literature Review From 2005 to Present,” *Collection Management* 37, no. 2: 65-97.

## **Week 8 | March 5 – Other Materials**

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Faye A. Chadwell, "What's Next for Collection Management and Managers," *Collection Management* 36, no. 4: 198-202.

## **Week 9 | March 12 – Technology Presentations**

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No Required Reading or Annotated Bibliography

## **March 19 – Spring Break**

## **Week 10 | March 26 – Identities, Differences, and Diversity**

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Patricia Montiel Overall, "Cultural Competence: A Conceptual Framework for Library and Information Science Professionals," *The Library Quarterly* 79, no. 2 (2009): 175-204.

## **Week 11 | April 2 – Managing Collections**

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Textbook – "Chapter 6: Managing Collections," 197-240.

## **Week 12 | April 9 – Vendor Relations, Negotiation, and Contracts**

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Textbook – "Chapter 5: Vendor Relations, Negotiation, and Contracts," 161-196.

## **Week 13 | April 16 – Marketing, Liaison Activities, and Outreach**

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Textbook – "Chapter 7: Marketing, Liaison Activities, and Outreach," 241-280.

## **Week 14 | April 23 – Collection Analysis**

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Textbook – "Chapter 8: Collection Analysis, Accountability, and Demonstrating Value," 281-322.

## **Week 15 | April 23 – Collaborative Collection Development**

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Textbook – "Chapter 9: Collaborative Collection Development and Management," 323-366.