

## Instructional Technology Learning Science 5015 - 6015

### Fall 2016 Collection Development and Literature - 3 Credits

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**Course Description:** Focuses on building, maintaining, and evaluating collections for library media programs. Discusses policy development for selection, protecting intellectual freedom, and reviewing, evaluating, and maintaining materials in all formats. Explores children's and young adult literature.

This course is designed to acquaint school library media personnel with the issues involved in collection development and reading. Special consideration will be given to the changing dynamics in technology as it applies to the educational setting. It is intended that the students will acquire knowledge of skills and resources that will assist them in their professional endeavors.

#### **Purpose and Objectives of the Course:**

- A better understand of the principles of selection of materials for school libraries.
- An appreciation of some of the problems that arise in selections of materials, as well as some insight into how to deal with these problems successfully.
- An acquaintance with the tools used for the selection of various types of materials.
- A deeper awareness of intellectual freedom and how it relates to a school library media center.
- An appreciation of the information needs of the school community and how those needs are met by the SLMC.
- Knowledge of electronic sources and services and how these are affecting school library services, particularly collection development.
- The important role the library media teacher has as it relates to reading. **Upon Completion of This Course, Students Should be Able to:**
- Identify several of the principles of materials selection.
- Use and evaluate some of the current and retrospective selection tools.
- Use and evaluate selected national and trade bibliographies.
- Discuss issues in censorship that might affect the collection of school library materials.
- Discuss procedures and practices in acquisitions work in school libraries.

- Understand the advantages of collection development policies.
- Better evaluate collections as well as particular works.
- Write book annotations and reviews.
- Gain knowledge of policy development and the procedures that apply to current trends in the school library profession.
- Build a personal philosophy of collection development.
- Understand the role the library has as it relates to reading.
- Gain knowledge of the importance of Children's and Young Adult literature.
- Build a personal reading journal that will help increase the love of reading.

## **Grading**

- To make grading more objective and quantifiable, standards will be assigned to each activity. The course grade will be determined based on the criteria listed below.
- Any required assignments turned in by the due date that are unacceptable will be given an incomplete grade and it will be returned to the student to do over. After reworking an
- Unacceptable assignment, the student may resubmit it. Re-worked assignments must be resubmitted within one week after they were returned to the student.
- Throughout the course, there will be optional tasks you may do that go beyond the required assignment in time, effort, and learning. These tasks are given a value and are recorded as mastery credit.
- All identified assignments must be turned in for the mastery points will be consider
- Work that meets the requirements set out are considered average assignments. They will work towards a letter grade of B.
- Grades of A are reserved for students that go above and beyond what is required. Demonstrated skill in your particular Center/School strengthens the value.

## **Policies**

1. Students are responsible for securing assignments and for the timely completion of work missed through absence.
2. To receive full credit for assignments, students must submit assignments on the day, which they are due.

3. Except for serious extenuating circumstances (for which students must notify the instructors as soon as possible), students must submit assignments and take exams on the day for which they are scheduled
4. All assignments must be submitted online via learn-usu.uen.org. Assignments are due by 11:59 on the assigned due date.
5. The instructor reserves the right to make adjustments in the format and number of assignments, and to administer unscheduled quizzes.
6. There will be no make-up on unscheduled quizzes.
7. No EXTRA-CREDIT activities will be given,
8. In accordance with policies stated in the, The Code of Policies and Procedures for Students at Utah State University, cheating, falsification, and plagiarism will not be tolerated, and will be dealt with as outlined in the Code.  
As defined (Article, Section2, page4)
  - a. Cheating includes intentionally using or attempting to use or providing others with unauthorized information, materials or study aids in any academic exercise or activity. Substituting for another student, or permitting another student to substitute for oneself in taking an examination or preparing academic work is also considered a form of cheating.
  - b. Falsification is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
  - c. Plagiarism is knowingly representing the words or ideas of another as one's own in any academic exercise or activity."
9. An "I" or incomplete is given only in cases of extenuating circumstances:
  - a. In incapacitating illness, which prevents a student from attending classes for a minimum period of two weeks;
  - b. A death in the immediate family;
  - c. Financial responsibilities requiring a student to alter a schedule to secure needed employment;
  - d. Change in work schedule as required by employer (with verification);
  - e. Other emergencies deemed appropriate by the instructor.
10. Late assignments will be accepted only with approval of the Class Instructors arranged prior to the due date. Late work not arranged to be turned in, will not receive credit unless it meets the university policy for make-up work.
11. Students with disabilities that will likely require some accommodation, you must contact and document the disability through the Disability Resource Center and have them contact me. In cooperation with the Disability Resource Center, course materials may be provided in alternative formats such as large print, audio, video, or Braille upon request.
12. If you cannot attend class you are required to notify the instructor ahead of time of the expected absence. Students who miss a class must write a one-page summary (around 600 words) of the class missed. This should be based on class slides (if available) or notes taken from other students. Paper needs to be emailed (through Canvas) to the instructor before the start of the next class.

## **Texts**

Bishop, Kay. The Collection Program In Schools: Concepts, Practices, and Information Sources. (Fourth Edition) Westport, Connecticut: Libraries Unlimited, 2007. Recommended but not required

Van Orden, Phyllis and Bishop, Kay. The Collection Program in Schools; Concepts, Practices, and Information Sources. (Third Edition) Englewood, CO: Libraries Unlimited, 2001. Not required

**\*\*Betty J. Morris, Administering the School Library Media Center. (2010) 978-1- 59158-685-2** This book is highly recommended and will be required for INST5040/6040 so consider getting it now. There is a very good chapter on Collection Development and other chapters for the entire School Library Endorsement.

## **Course Requirement**

1. Students are expected to attend class, read assigned materials prior to class, and actively participate in class discussions and canvas.
2. Complete all assignments on time.

## **ASSIGNMENTS**

(Assignments and due dates are subject to change.)

### **#1. SLMA Practicum Assignment**

Please read the files under practicum assignment on the home page of canvas to make sure you understand what you will need to do for the upcoming practicum in the summer. After you have read these files please complete the assignment in canvas. If you have any questions please email me. **We will be going over this in classes.**

**Due September 6<sup>th</sup> by 11:30**

### **#2 Introduce Yourself**

Your task is to introduce yourself to the other members of this class. Include some or all of the following questions:

- Why are you taking this class?
- Are you a teacher or librarian?
- Where do you live and work?
- Who is your favorite author?
- Who is your favorite illustrator?
- What is your favorite genre?
- Add other interesting information so we get to know you.
- Include a picture of yourself.

**Due September 6<sup>th</sup> by 11:30 pm**

### **#3 Analyzing, evaluating and critiquing an existing school or school districts library policies and procedure manuals.**

Your task is to research and find two or more different school or school districts library policies and procedures manuals to help you write your own. You may obtain P & P manuals from any school, school districts, Internet site, and/or other published sources. Whatever manuals you select make sure they are clearly cited, and a copy or link can be provided for the instructor if needed. Based on your reading of the two policies and procedures manuals, and class discussion, your task is to write a two-page paper in which the manuals are analyzed, evaluated, and critiqued. **Your task is NOT to summarize but to analyze, evaluate and critique the manuals you read.**

**Due Sept. 20th**

### **#4 Writing A Policies and Procedure Manuals**

Using the manuals you found and class discussion your task is to write a collection development policies and procedures to use in their own school library media center.

You do not have to recreate the wheel. If you are not in a library write one as if you were.

A collection development policy provides the broad overview of needs and priorities of the patrons. It is based on the goals of the library program and school. This broad policy may include:

- Selection policy
- De-selection policy
- Reconsideration policy
- Acquisition policy
- Collection statement
- Intellectual Freedom statement
- Copyright policy
- Electronic policy
- Weeding

Due. Oct. 18<sup>th</sup>

### **#5 Collection Analysis**

Your task is to conduct a collection analysis of a non-fiction section of any school library media center. One hundred to two hundred items should be observed for the purpose this assignment. Using information given in class and your observation during the analysis write a reflective paper stating what you observed and what you would do to up date the non-fiction section you analyzed (3 to 4pages). Include what you would take out and what you would put in. How would you make this section of the library more up today or would you?

Due Nov. 22<sup>nd</sup>

### **#6 Collection Purchase Order**

Your task is to create a collection purchase order to update the analyzed needs as it relates to the collection analysis. You will only have \$500.00 to send on updating this area of the collection. You may use one of the book companies online purchasing sets to complete this assignment.

Due Nov. 22<sup>nd</sup>

### **#7 Book Genre and Book Talks**

Students task is to select a book genre and create a fun and exciting way to teach that genre to the class. Select at least 4 books that will help teach your chosen genre: high school, middle school, upper elementary and one picture book. A picture book is required.

You may decide the age of the audience as if you were teaching it in any school library or classroom. You will present your genre to the class. Not longer than 15 min.

The goal is to get students wanting to read the genre you selected. You must teach what the genre is and sell the genre and the books you selected. Short book talks will help you sell the books you selected.

Due Nov. 1<sup>st</sup>

### **#8 Reading**

Students task is to read the following books and start a book journal and discuss the books you have read on the discussion part of canvas. The format of you your journal is up to you. It will have to be submitted into canvas for me to view.

### **5015 Students**

High schools-1  
Middle school-2  
Upper elementary-2  
Picture books-10 does not include Caldecott Medal books  
Newbery Medal- 2  
Caldecott Medal-5

### **6015 Students**

High schools-2  
Middle school- 3  
Upper elementary- 3  
Picture books-15 dose does not include Caldecott Medal books

Newbery Medal-3  
Caldecott Medal- 8

### **# 9 Reading Journals**

When reading books for selection you must read ***critically***.  
Writing down comments or judgments you have about the book.

1. Language good or bad, rich vocabulary and vivid images.
2. Complex versus simple.
3. Age you would recommend for the book.
4. Books that reflect the readers own experiences.
5. Stereotyping?
6. Who will enjoy this book?
7. Will it enrich the lives of the reader?
8. Other things you will want to remember about the book.

### **#10 Book of the Week**

Each week a book will be selected to read. Each student will be responsible for selecting a book for class member to read. Books will be discussed on canvas through the discussion menu. You need to make sure you post four or more responses each week. You can count these books as part of your reading assignment. Each student will be responsible for selecting a book and then lead the discussion during the week your assigned.

**\*\*\*6015:** Students will select a topic, approved by the instructor that deals with any area of collection development and/or children's or young adult literature. Using the approved topic write a journal article that could be published in a school library journal. This article will be shared and discussed with the class.

Grading:

- Class Participation
- Discussions over Canvas
- Introduce Yourself

- Book Reviews (not book reports)
- Genres Studies
- Required reading of books and book journal
- Selection of new materials with collection analysis
- Collection analysis Analyzing and critiquing policy and procedure manuals
- Writing students own policy and procedure manual for a SLMC

Calendar (Calendar is subject to change.)

Aug. 30 -Introduction to class and class projects and assignments Media Program and Its Environment

Sept. 6 -Collection Development, The Collection

Sept. 13 -Books, Reading, Book talks and Genres

Sept. 20 -Program Issues and Responsibilities and External Environment

Sept. 27 -Policies and Procedures

Oct 4 -Selection and Requests for Reconsideration

Oct. 11 -Selection Procedures and General Selection Criteria

Oct. 18 - Criteria by Format and Collection Analysis for the SLM Center

Oct. 25 - Collection Analysis

Nov. 1 - Genre presentations

Nov. 8 - Educational Perspectives and Individuals and Groups

Nov. 15 - Acquiring Materials and Fiscal and Access Issues

Nov. 22 - Maintain the Collection

Nov. 29 -Evaluation the Collection

Dec.6 -Creating, Shifting, and Closing Collection  
6015 students presentations.