

**Murray State University**  
**Dept. of Early Childhood and Elementary Education**  
**Course Syllabus**

January 2008

**COURSE NUMBER: LIB 610      CREDIT HOURS: 3**

**I. TITLE: Collection Management**

**II. CATALOG DESCRIPTION:**

Principles, standards, practices and problems in managing and maintaining library collections, with a focus on school library media centers; examination of the major selection tools and critical evaluation of reviewing sources; integration of external sources, particularly those on the web, into the collection; consideration of weeding techniques and principles.

**III. PURPOSE:**

This course will introduce the student to a holistic concept of the library collection as a developing organism whose growth and development are determined by the needs and resources of the institution and the community it serves, and to the principles of managing and maintaining collections, from selection and acquisition to repair and preservation of books and other media, including internet sources, and consideration of weeding techniques and principles.

**IV. COURSE OBJECTIVES:**

Class activities will focus on the attainment of the course objectives listed. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. The Kentucky Education Professional Standards Board (EPSB) themes of diversity, assessment, literacy, and gap achievement are addressed in the course as potential topics for discussion as they relate to the course themes of the collection management. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course. The Code of Ethics is discussed in connection with issues such as collection balance.

*Each of these objectives has been linked with the Kentucky Experienced Teacher Standards (ETS), the ALA/AASL/NCATE Program Standards (ALA), and the College of Education Dispositions (COE)*

Upon completion of the course, the student will be able to:

- A. Describe the nature of a library or media center collection as a holistic concept whose growth and development are determined by the needs and resources of the institution and the community it serves. [KTS 2, 4, 8; ALA 3, 4; COE 2, 6]
- B. Develop policies and procedures that will reflect the institutional goals and user needs. [KTS 2, 4, 8; ALA 3, 4; COE 2, 6]

- C. Demonstrate the skills and competencies required to select and acquire appropriate materials, both print and electronic, to add to the collection. [KTS 2, 4; ALA 3, 4; COE 2,6]
- D. Demonstrate the skills and competences required to maintain the collection through repair and preservation of materials. [KTS 2, 4; ALA 3, 4; COE 2,6]
- E. Demonstrate the skills and competencies required to maintain the collection through careful weeding of the collection. [KTS 2, 4; ALA 3, 4; COE 2,6]
- F. Reflect on the benefits of efficient and effective maintenance of a collection and the consequences of inadequate maintenance. [KTS 2, 4, 7, 8; ALA 3, 4; COE 2,6]

**V. CONTENT OUTLINE:**

1. Introduction; the collection as a living, growing, developing organism.
2. The collection's relationship with the institution and community it serves.
3. Determining the nature and the needs of the institutional community.
4. Policies, procedures, issues and responsibilities
5. Selection of materials
6. Acquisition of materials
7. Maintaining and weeding the collection
8. Evaluating the collection

**VI. INSTRUCTIONAL ACTIVITIES:**

Instructional activities will include online discussion, group and individual assignment with a reflective component.

**VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:**

May include visits to school library media centers or other libraries for observations or to consult resources as required by course assignments.

**VIII. RESOURCES:**

The course includes a Blackboard website as part of Murray State's E-Study Center.

**IX. GRADING PROCEDURES:**

Students will be evaluated on class participation, contributions to the class and the quality of presentations, papers and collaborative projects and tests. The grading scale will be:

**91-100%=A    81-90%=B    71-80%=C    61-70%=D    0-60%=F**

**All papers will conform to styles described in the *Publication Manual of the American Psychological Association* (2001), 5<sup>th</sup> ed. Websites summarizing the style**

will be provided.

**X. ATTENDANCE POLICY:**

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

All students are expected to attend each assigned class meeting. Missing scheduled class meetings may result in loss of grade points.

**XI. ACADEMIC HONESTY POLICY:**

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

**XII. TEXTS AND REFERENCES:**

**Required Text:**

Van Orden, Phyllis J. and Bishop, Kay. *The Collection Program in Schools: Concepts, Practices, and Information Sources*. 3<sup>rd</sup> ed. (or newer). Englewood, CO: Libraries Unlimited, 2001.

**Selected References:**

- “Collection Mapping.” *The School Librarian's Workshop* v. 24 no. 10 (June 2004): 4.
- Doll, Carol A. and Pamela Petrick Barron. *Managing and Analyzing Your Collection: A Practical Guide for Small Libraries and School Media Centers*. Chicago: American Library Association, 2991.
- Hutchinson, Carol-Anne. “Collection Development: Bordering on Dysfunction.” *Teacher Librarian* 29 (2002): 54-56.
- Ireland, Kerry. “Build It And They Will Come: Graphic Novels For Your Collection.” *School Libraries in Canada Online* 23 (2004). Fulltext online at <http://www.schoollibraries.ca/articles/31.aspx>
- Jordan, Joan Hill. “The Professional Collection: The Teachers' Professional Collection Materials: Stimulating Use.” *Teacher Librarian* 29 (2001): 18-21.
- Lindsay, Karen. “An Ode to a Teacher-Librarian: Making your Poetry Section Come Alive.” *School Libraries in Canada Online* 23 (2004). Fulltext online at <http://www.schoollibraries.ca/articles/30.aspx>
- Loertscher, David V. and Blanche Woolls with an Internet Assist by Janice Felker. *Building a School Library Collection Plan: A Beginning Handbook with Internet Assist*. Online at <http://www.lmcsource.com/tech/felker/index.html>
- Lukenbill, W. Bernard. *Collection Development for a New Century in the School Library Media Center*. Westport, CT: Greenwood, 2002.
- Ondrack, Jennifer. “Great Collection! But Is It Enough?” *School Libraries in Canada* 23 (2004). Online Fulltext online at <http://www.schoollibraries.ca/articles/32.aspx>
- Shantz-Keresztes, Linda. “School Library Collections: From Here to Eternity.” *School Libraries in Canada* 21 (2002): 9-11.

Woolls, Blanche. "Collection Development: Our Assignment Through History."  
*School Libraries in Canada* 21 (2002): 7-8.

**XIII. PREREQUISITES:**

None.