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# C&I 480.01: Collection Development, The Curriculum, and Technology

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## **Current Location: Course Documents**

### **Syllabus**

**Collection Development, The Curriculum, and Technology  
Curriculum and Instruction 480  
Fall 2002**

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Welcome to the web-based classes in Library Media, part of the endorsement program of the School of Education at The University of Montana. Collection Development, The Curriculum, and Technology (C&I 480) addresses the materials in all media formats that may be part of the collection in a school. Materials may be virtual, as in the Internet, or hardcopy, as in a CD or a book. In order to be prepared to meet library media preparation standards, students must understand the definition and role of a collection, must be familiar with the process involved in collecting and maintaining a collection, and must know how to evaluate a collection that meets the needs of the school curriculum. Technology plays a part in all the purposes of a collection, as part of the collection itself as well in maintaining the collection.

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#### **I. Purposes of the Collection Development and the Curriculum:**

1. To provide an overview of the processes and procedures associated with developing, maintaining, and evaluating a collection at a library media center.
2. To relate processes and procedures to educational theory and principles of collection development.
3. To provide resources both internal and external to the media center for information and instruction.

4. To consolidate concepts from curriculum theory, children's and adolescent literature, instructional technology, and library science.
  5. To address school policy statements in relation to collection development and the curriculum.
  6. To demonstrate and use the current technology available with collection processes and procedures.
  7. To develop strategies that account for the management of the students and the collection.
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## **II. Learning outcomes:**

Students will learn to:

1. Construct a collection development policy for a school media center including philosophy, goals, balancing procedures, acquisition policies, selection policies, procedures and processes, and a challenged materials policy/procedure.
  2. Develop collections including all media in different formats to meet specific objectives and criteria while balancing across Dewey classifications, the needs and wants of the user population, and the influences of the school/district curricula.
  3. Identify, describe, and use current reviewing media and standard tools for selection of materials.
  4. Apply criteria to media so that they meet the needs of different learning styles of users and purposes in the media center as well as a diverse population of users.
  5. Write justifications for media selections.
  6. Become familiar with national, state and local standards for media centers and freedom of information guidelines.
  7. Use the Library Bill of Rights, the Students' Right to Read, and other specific professional and legal requirements in collection development.
  8. Map a collection for evaluative purposes.
  9. Become familiar with resources for help in meeting challenges of media and know the legal precedence for freedom of information.
  10. Learn to use technological resources available for collection selection and management.
  11. Understand the importance of students' rights and intellectual freedom as they apply to resource collections.
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### **III. Course content:**

Assignments are to be completed by the class date given. Postings of assignments are due by 12:00 midnight of the due date. Some activities and assignments will be given in relation to the reading you are completing. Additional or clarifying assignments may be needed for complete understanding of the materials. All reports from other sources must include correct bibliographic information in APA format using the latest version of APA Handbook (5th edition).

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### **IV. Rationale**

"The school library media program offers a full range of instructional and information resources that all students need to meet their curriculum goals" (Information Power: Building Partnerships for Learning, 1998, p. 68). Resources, both in format and access, are expanding exponentially as a result of technological advances. Media specialists must be aware of these resources as well as the best and most efficient ways to have them available for media center users. The national standards for library media programs and national preparation guides for library media specialists require that prospective media specialists prepare to develop and maintain a media collection that meets the need of all users of their collections.

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### **V. Selected Bibliography:**

1. Information Power: Building Partnerships for Learning. (1998). Chicago: American Library Association and Association for Educational Communications and Technology.
  2. Van Orden, Phyllis J. & K. Bishop. (2001). The Collection Program in Schools: Concepts, Practices and Information Sources. (3d edition). Englewood, CO: Libraries Unlimited, INC.
  3. Resources in the Mansfield Library and other libraries including journals and databases of other materials addressing collection development, e.g., School Library Journal, Book Report, Library Talk, School Library Media Activities Monthly, ERIC database.
  4. See bibliographies at end of each chapter of Van Orden textbook as well as online resources referred to in the lessons.
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### **VI. Teaching Learning Strategies and Instructional Methods:**

- \* Class on-line discussions, both synchronous and asynchronous
- \* Readings and reviews, via Internet as well as hard copy
- \* Webliographies/bibliographies
- \* Group projects
- \* Hands-on application of theory in a library setting (field experience)
- \* Individual reports and research
- \* Presentation by students individually and in groups via Internet
- \* Examinations
- \* Activities and assignments to complement theory and practice
- \* Modules
- \* Examination and evaluation of materials

At the end of each chapter in your assigned texts are bibliographies of enrichment materials that will help you extend and expand your reading for the particular topics in those chapters. I suggest that you investigate these bibliographies, expand them with your own more current readings found on the web, in hard copies of educational journals, and in the resources that will be recommended to you via the class discussions. Always be reading what the researchers have found about these topics and add to the webliography that we will be creating as we go through the class. Since these are hardcopies of texts, their bibliographies are, of necessity, dated. You will need to keep current with other readings as well as your texts.

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## **VII. Required Materials:**

- \* \*American Library Association and Association for Educational Communications and Technology.
- \* Information Power: Building Partnerships for Learning. (1998). Chicago: American Library Association and Association for Educational Communications and Technology.
- \* Van Orden, Phyllis J. & K. Bishop. (2001). The Collection Program in Schools: Concepts, Practices and Information Sources. (3rd. ed.). Englewood, CO: Libraries Unlimited, INC.

*\*This text is required for all classes in the library media endorsement program. You should purchase a copy of this text for your first class and then use the same copy for all remaining classes.*

**Optional Materials:** *(for those students who will be working with non-automated library media center collections.)*

\* Doll, Carol A. and Pamela Petrick Barron. (1991). *Collection Analysis for the School Library Media Center: A Practical Approach*. Chicago: American Library Association.

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### **VIII. Evaluation:**

Evaluation is based on professional completion of assignments, individual and group projects, contribution to class activities and discussions, and examinations (each aspect with a number of points assigned to it). The final grade will be determined by the percentage of points out of the total possible points on the following scale:

A = 90 - 100%  
B = 80 - 89%  
C = 70 - 79%  
D = 60 - 69 %  
F = Below 60%

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### **IX. Other pertinent information:**

1. Each class in the library science endorsement program requires a field experience at the ratio of 3 hours per credit. Therefore, you will be required to complete at least 12 hours of time in a library working with a library media specialist on concerns consistent with the class work (Collection Development is a 4 credit course). We will usually generate as a class a set of questions and concerns that you will need to visit with your library media specialist about. You will also need to vary your visits among elementary, middle school, and high school library media centers.
2. Students who are registered for graduate credit must arrange for your graduate project by contacting me personally within the first three weeks of class. That means that by September 21, 2002, you should discuss with me about your personal graduate project for this class.
3. Late work is penalized and may not be accepted. Late work is defined as work that is not posted by midnight of the day the work is due.
4. Since this medium of delivery of classes is a new experience for many of us, I anticipate that we all will be learning much with this class that might not be on the syllabus. However, this semester will be a wonderful

part of your library media courses. I look forward to working with each of you and to your further work toward your endorsement in library media.