



University of Hawai'i at Mānoa



Library & Information Science Program
Information & Computer Sciences Department

COURSE SYLLABUS

LIS 615: Collection Management

(Spring 2015)

Instructor: Dr. Andrew Wertheimer

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Course Portal (Laulima):

<https://laulima.hawaii.edu/portal>

Office Hours:

Tuesdays: 4:00-5:00 PM

Thursdays: 2:00-5:00 PM

or by appointment

Class Time:

Tuesday, 1-3:40 pm

Course Catalog Description:

LIS 615 Collection Management (3) Principles and issues of collection management and care. Criteria and tools for selecting and deselecting materials. Relationships with publishers/ producers. **Prerequisites:** None

Modular Learning

The LIS Program is experimenting with modular learning. This class is an example of such an offering in that there are options for assignments and a choice of two textbooks.

This approach is designed to help you focus on areas that relate to your professional interests.

Textbook & Readings

Required Textbook: (select one):

Edward G. Evans and Margaret Zarnosky Saponaro (E&S), Collection Management Basics: Sixth Edition. **6th ed.** Englewood, CO: Libraries Unlimited, 2012 ISBN 978-1-59884-864-9 (at the University Bookstore). (also available as an e-book)

Students in the **school library media track** *may* use an alternative text:

Kay Bishop (B), The Collection Program in Schools: Concepts, Practices, and Information Sources. 5th ed. (Greenwood, CO: Libraries Unlimited, 2012) ISBN-13: 978-1610690225 (at the University Bookstore).

Additional Required Readings & Optional Supplement:

Additional required readings are specified below. Articles are available via Electronic Reserves. You are encouraged to purchase a copy of:

ALA Office for Intellectual Freedom, *Intellectual Freedom Manual* (8th Ed.) (Chicago: ALA, 2010). (Available at the University Bookstore). (Please purchase this current edition.) ISBN-13: 978-0838935903.

Much of the manual is online (between editions) at <http://www.ifmanual.org/>

For your CM project you will likely need to spend some a good deal of time in a good library (in person or online) to examine reviews.

Assignments

In addition to the assignments below, your semester grade also is determined by a participation score, worth 5% of your semester grade.

PART 1: Required for all students

<i>Assignment Name / Description</i>	<i>% of Course Grade</i>
<p>Part 1-Assignment 1: Journal on Readings and the Video</p> <p>Post on LAULIMA your response to the assigned readings for the period. Please don't summarize the text, but rather focus on some aspect that shows that you read the text and thought about it. If you have a question go try to find the answer and write up your findings. Cite page numbers from the text and any other references you mention.</p>	20
<p>Part 1-Assignment -2: Reflection on CM News</p> <p>Write up a critical reflection on at least one of the "CM in the News" stories Dr. Wertheimer shares in class. Do a bit more research and add your own thoughts and insights. This should be posted on Laulima.</p>	5
<p>Part 1-Assignment 3: Book/ Media Review</p> <p>Write a 1-2 page review of a book / film/ CD / database (preferably with some connection to Hawai'i or the Pacific). Give a full bibliographic citation (author's full name/full title/ publisher's city/publisher/ISBN/number of pages/ year of publication). Give a brief summary of the book/item. Write a brief review suggesting what kind of reader / user would benefit from the item, and whether you would suggest it for a library purchase.</p>	10
<p>Part 1-Assignment 4: Collection Management Policy Critique</p> <p>Find a library or archive's Collection Management Policy and write up a brief analysis, focusing on how it compares with the elements described in the textbook or lectures. You can examine any larger library's or archive's policies. (Please do not examine branch library unless you do it in tandem with the library's parent organization). Write up a 2-3 page paper with some reflection. If you are stuck on what to write, you might find it interesting to compare it with a similar library's policy. <i>This assignment can be done in a group of two.</i></p>	10

PART 2: Worth 50%:

- *You need only do PART 2- Option A or B or C or D or E (or any 2 smaller options in "Option F").*
- *I tried to give you several options so you can find something that most interests you. You can contact the professor to suggest an alternative if you have another relevant learning project proposal.*
- *Most of the assignments in part 2 can be done individually or in a group of two, but if you decide to do a group project, you should prepare a 2-3 minute brief report to the class.*
- *If you are doing a paper, please save the file as LIS615S15_YourLastName.doc*
- *Please feel free to talk with the professor if you want to get further feedback on an assignment or would like to propose your own alternative assignment.*

PART 2:

OPTION (A): Collection Management Project (CMP) + CMP Journal (40%+10%)
(Separate instructions follow below). Individual Project.

PART 2:

OPTION (B): Research Paper on Collection Management (50%)

The scholarly paper should be roughly 8-12 pages long, and should cite at least two books or research journal articles. You can look at any issue that relates to collection management (as defined by the textbook or lectures) in libraries or archives. This can be done individually or in a group of two. If you have a substantial learning project you can do this as a group of 3 if you also make a poster on the project.

PART 2:

OPTION (C): Create a Collection Management Policy (50%) for a new library, such as the National Library of Hawaii or an archive or special collection. You can borrow text from other libraries or archives, but any paraphrasing or quoting should be clearly marked with quotations and footnotes. This can be done individually or in a group of two.

PART 2:

OPTION (D): Examine the Book/ Information Trade in another Country (50%).

After reading our text, you should have some idea of the publishing and database environment in the United States. For this option, you should study the situation of the information/ publishing industry in one other country (ie, Korea, England...). The paper should be roughly 8-12 pages long, and should include some basic data, such as literacy rate, number of newspapers, book publishers, database producers. How is reading and book/ information distribution different from the U.S. You might also want to look at how books are imported from that country to the U.S. How is government data circulated. Is there state or private censorship? You may decide to focus on one aspect of this for the paper. Be sure to include a bibliography of sources used.

PART 2:

OPTION (E): Create a Plan for a Hawaii Digital Library Portal (50%).

Imagine that you are the new State or National Librarian of Hawai'i, and that you want to propose a new Digital Library or Digital Archive Portal. Look at the California Digital Library/Online Archive of California and other states/nations to see what might be a good model. You may focus on either the archival / library / e-government options. Be sure to think about what would be important issues in Hawai'i. What existing elements can be brought together (and how)? You can focus on some aspects more than others. This project can be done as a journal or executive summary.

PART 2:

OPTION (F): Do any *three* of the Following Options:

PART 2: (OPTION F): Option 1: (25%)

Write a concise 2-to-4 page paper on some recent event in the world of collection management, such as the impact of the recent SWET bankruptcy, recent developments in Net Neutrality, the impact of the Comcast-Time Warner Cable merger on information systems, recent changes in the Hawai'i consortium, censorship incidents...

PART 2: (OPTION F): Option 2: Experience Selecting or Deselecting (Weeding) and Write a Brief Journal (25%) [You can only do one of the sub-options.]

(Option F: Option 2: Sub-Option A): If you are working or volunteering at a library or archive, see if your supervisor will let you deselect a few (maybe around 15) items in a collection. It can be a small section like European travel in a branch library. Find out the library's guidelines for deselecting items before doing this. Write a very concise 2-to-5-page journal documenting what you did, and offer some reflection on what you learned, and what impact this policy might have on the collection. Be sure to have a paragraph on the library/ archive and the community it serves. This can be done individually or in a group of two. Groups of two should do a very brief class presentation about the project.

(Option F: Option 2: Sub-Option B): If you are working or volunteering at a library or archive, see if your supervisor will let you select 10+ items for a library. It can be a wide area like children's fiction in a public library or in a narrow topic like print culture and the French Revolution for a university library. Look at the library's collection development policy when creating your list of items. Include a full bibliographic citation (any style as long as you include publisher's city and name, price of the items, author, title, and publication date). In journal style, write up how you approached the task and if there were any challenges as you tried to follow the library's policies. This can be done individually or in a group of two. Groups of two should do a very brief class presentation about the project.

(Option F: Option 2: Sub-Option C): If you don't work or volunteer in a library you still can do a hypothetical selection or de-selection exercise. Select a real library and write a brief paragraph on the library, users, policy. Then submit the list of items selected or deselected along with some notes for your decision. Then write a brief reflection piece on the challenges of bringing the best to the library's users and following library policies. This can be done individually or in a group of two. Groups of two should do a very brief class presentation about the project.

PART 2: (OPTION F): Option 3: Examine Diversity of Opinion in a Library (25%)

Explore some controversial issue, and try to see if a specific library's collection is "balanced." In other words, once you have a topic in mind find some of the most important works representing a range of opinions/ positions. Use this as a checklist then to see if the library has a diverse range of perspectives. If you find that certain viewpoints are less represented, try to understand the cause. Write a brief report with (a) a brief overview of your topic, (b) a bibliography with some of the items in your checklist, (c) a table showing which items were in the collection, (d) Analysis and Conclusion. This can be done individually or in a group of two. Groups of two should do a very brief class presentation about the project.

PART 2: (OPTION F): Option 4: Explore the World of Book Collecting (25%)

Read any relevant book by Nick Basbanes, Lawrence Clark Powell, or the *ABCs of Book Collecting* in order to understand the world of book collecting. Write a brief 2-4 page journal

with your thoughts, questions, and reflections on how libraries can work with book collectors.

PART 2: (OPTION F): Option 5: **Visit an Alternative Bookstore and Write a Journal** (25%)

Honolulu has a few bookstores that are beyond the so-called “mainstream” (Selected examples include [but are not limited to]: Covenant Books & Coffee, Hakubundo, Logos, Native Books/Na Mea Hawaii, Pauline Books & Media, Revolution Books). These bookshops have religious or political books which often are not in library collections. Talk with the bookstore staff and see which items are most popular. Explore a few books in these collections and see if they are in local public libraries or not. Write a journal reflecting on this. This can be done individually or in a group of two. Groups of two should do a very brief class presentation about the project.

PART 2: (OPTION F): Option 6: **Write a Brief Paper Introducing a Local Publisher** (25%)

Write a few page paper exploring a publisher in Hawaii or the Pacific region. Give a brief history of when it was founded. Give a brief overview of the types of material they publish, how many titles they release in a year. Try to explore how it is funded, how their books are sold. How do they publicize their books? You are welcome to visit the press if they allow. Write a brief 5-10 page paper giving some overview of their contribution to the local literary or scientific or cultural world. Any type of press (university press, small press, children’s book publisher will be fine as long as they have released more than 10 books). This can be done individually or in a group of two. Groups of two should do a very brief class presentation about the project.

PART 2: (OPTION F): Option 7: **Draft a Plan to Publicize a Collection** (25%)

Write a brief paper proposing how you would promote a special collection, archive, library collection, or database. Think of a specific audience you would want to reach, and then develop a plan on how you would reach that group. Your ideas can include social media, programming, digital libraries, public relations, marketing, posters, advertisements. You are encouraged to be creative for this option. The client can be real or imaginary. This can be done individually or in a group of two.

PART 2: (OPTION F): Option 8: **Review the Reviewers** (25%)

Some critics have challenged the New York-centered bias of American reviewing media. For this option, I want you to find some important locally published book and see how it was reviewed (or not) by major American reviewing outlets (as mentioned in your textbook). Write a brief paper on what you find and what that means for libraries, local publishers.

Course Schedule

- This syllabus lists readings in both the Evans & Saponaro (E&S) and the Bishop (B) alternative text for students in School library track.
- Students using either text should read all additional readings mentioned in the syllabus.
- This schedule is subject to change. Lecture topics vary in response to current happenings in the profession.

Week 1	GETTING STARTED
Class: <u>13 JAN 2015</u>	Intro <ul style="list-style-type: none"> a) iTunesU, Laulima, Syllabus, Modular Approach, Textbook... b) Introductions c) Collection Management in the News d) Collection Management Heroes
Readings:	None.
DUE:	LAULIMA POST 1: By the end of the week (after class), post an introduction on Laulima (no credit)

Week 2	
Class: <u>20 JAN 2015</u>	<ul style="list-style-type: none"> • Defining Collection Management <ul style="list-style-type: none"> ○ Who Does Collection Management (CM) ○ Changing CM Skills • Evaluating & Reviewing Media
Readings:	<ul style="list-style-type: none"> • E&S CHAPTERS: 1 and 2. • B CHAPTERS: 1, 2, and 3
DUE:	LAULIMA POST 2: First Post on the Readings

Week 3	Collection Management: Practical Elements (1)
Class: <u>27 JAN 2015</u>	Understanding & Researching your Community Assessing Collections
Readings:	<ul style="list-style-type: none"> • E&S CHAPTERS: 3 and 4. • B CHAPTERS: 4, 5, 6, 7.
DUE:	Part 1-Assignment 3: Book/ Media Review DRAFT

Week 4	<u>This week's class will be online only.</u> <u>Do not come to class.</u>
Class: <u>3 FEB 2015</u>	Video on iTunesU (Interview with UCLA Subj. Spec. D. Hirsch)
Readings:	<ul style="list-style-type: none"> • E&S CHAPTERS: 5 and 6 • B CHAPTERS: 8, 9, and 11.
DUE:	LAULIMA POST 2: Post on the Video

Week 5	Collection Management: Practical Elements (2)
Class: <u>10 FEB 2015</u>	SELECTING/ EVALUATING MATERIALS BY FORMAT- (TRADITIONAL): Books; Serials (Magazines/ Journals); Audio-recordings: Tape/ Reel-to-Reel/ CD / Record (Formats); Video-recordings: VHS/Beta/DVDs; Kits, Realia, Paintings, Tools, Games, Toys... Selection Tools (BIP, BIP+, Reviews, vs. Blogs) Book Retail and Wholesale Trade (Jobbers... and Amazon) MANAGING COLLECTIONS – POLICY ELEMENTS
Readings:	<ul style="list-style-type: none"> • E&S CHAPTER: 8. • B CHAPTER: 12.
DUE:	Part 1-Assignment 3: Book/ Media Review Final

Week 6	Collection Management: Practical Elements (3)
Class: <u>17 FEB 2015</u>	Digital Content: How digital is different? Intellectual Access; Ease of Copying / Distribution Privacy of Digital Records; Legislation in Brief ; Help Interface; Branding; Ownership vs. Access; e-Books; Electronic Journals Databases; Audio-recordings; Video-recordings; The Internet and the Electronic Frontier Foundation
Readings:	<ul style="list-style-type: none"> • E&S CHAPTER: 7, 9 and: • B CHAPTERS: 14 and: <p>Mary E. Jackson, "Looking Ahead: The Future of Portals." <i>Journal of Library Administration</i> Vol. 43, No. 1/2 (2005), 205-220.</p> <p>Ken Frazier, "SPARC: Encouraging New Models of Disseminating Knowledge." <i>Collection Building</i> 19, no. 3 (2000): 117-23.</p> <ul style="list-style-type: none"> • Also watch either: The Story of the Digital Book, California Digital Library

	http://vimeo.com/63745693 (10 min) [The Digital Public Library of America: See Robert Darnton on eBooks, Google Books, DPLA... http://www.youtube.com/watch?v=cOBNKvRzCAo (28 min)
DUE:	LAULIMA POST 3: Post on the Readings/ Video

Week 7	Collection Management: Practical Elements (4)
Class: <u>24 FEB 2015</u>	Budgets, Grantwriting, Friends Groups & Fundraising
Readings:	<ul style="list-style-type: none"> • E&S CHAPTERS: • B CHAPTERS: 15, 16
DUE:	Nothing.

Week 8	Collection Management: Practical Elements (5)
Class: <u>3 MAR 2015</u>	<ul style="list-style-type: none"> • Preservation • Deselecting / Weeding • Storing Materials • Digitizing Materials CM FOR TYPES OF INSTITUTIONS Academic / Research Libraries Archives & Record Centers Information Industry Public Libraries School Library Media Centers Special Collections & Museums Special Libraries
Readings:	<ul style="list-style-type: none"> • E&S CHAPTER: 10 and: • B CHAPTERS: 10 and: • Jamie Ellis, "Lessons Learned: The Recovery of a Research Collection after Hurricane Katrina," <i>Collection Building</i> 26 (2007): 108 – 111.
DUE:	Part 1-Assignment 4: Collection Management Policy Critique

Week 9	Digital Collections, Consortia
Class: <u>10 MAR 2015</u>	Origins of Consortia / Farmington Plan Briefly Introducing Interlibrary Loan/ Document Delivery

Readings:	<ul style="list-style-type: none"> • E&S CHAPTERS: • B CHAPTERS: 17, 18
DUE:	LAULIMA POST 4: Post on the Readings/ Video

Week 10	
Class: <u>17 MAR 2015</u>	Intellectual Property, Open Access, & the Scholarly Publishing Crisis
Readings:	<ul style="list-style-type: none"> • E&S CHAPTER: 11 and: • B CHAPTERS: 10 and: <p>Margaret Stieg Dalton, "A System Destabilized: Scholarly Books Today" <i>Journal of Scholarly Publishing</i> 37 (2005-6): 317-323.</p> <p>Albert N. Greco, Robert M. Wharton, Hooman Estelami, and Robert Francis Jones, "The State of Scholarly Journal Publishing: 1981-2000." <i>Journal of Scholarly Publishing</i> 37 (2006): 155-214.</p>
DUE:	Nothing

Happy Spring Break (no class on 24 March 2015!)

Week 11	Media Industry
Class: <u>31 MAR 2015</u>	THE INFORMATION INDUSTRY - BOOK PUBLISHING <ul style="list-style-type: none"> • Types of Publishers (Vanity/ University Press/ Small Press/ Alt. Press) • Basic Terms about Books and the Publishing Cycle (OP, OPI, HC, PA) • Used / Out of Print Books & the Antiquarian Market • A Visit to the University of Hawaii Press (optional video)
Readings:	<ul style="list-style-type: none"> • E&S CHAPTER: 12. • B CHAPTER: 13.
DUE:	LAULIMA POST 5: Post on the Readings

Week 12	Intellectual Freedom: Applied
Class: <u>7 APR 2015</u>	<p>Historical Context of Intellectual Freedom (optional)</p> <p>How to Respond to Censors / Materials Challenge</p> <p>Resources for Intellectual Freedom</p>

	Intellectual Freedom Challenge Exercise
Readings:	<p>Intellectual Freedom Manual +</p> <p>Lester Asheim, "Not Censorship But Selection." <i>Wilson Library Bulletin</i> 28 (September 1953): 63-67. (Available online via UHM Library's Electronic Resources)</p> <p>Lester Asheim, "Selection and Censorship: A Reappraisal." <i>Wilson Library Bulletin</i> 58 (November 1983): 180-184. (Available online via UHM Library's Electronic Resources)</p> <p>Dianne McAfee Hopkins, "School Library Media Centers and Intellectual Freedom." (link at class website)/ http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/ifmanual/fifthedition/schoollibrary.cfm</p>
DUE:	Nothing

Week 13	Intellectual Freedom + Media Studies
Class: <u>14 APR 2015</u>	<p>INTELLECTUAL FREEDOM-ETHICAL CONCERNS</p> <ul style="list-style-type: none"> • Discussion on Bill Moyers Journal. "Buying the War" (83 minutes) • Democracy, Propaganda and the Role of Libraries • The Alternative Press & Alternative Press Index • Local Alternative Media and Zines • Diversity, Racist Materials
Readings:	<p>Read two of the following and watch the video:</p> <ul style="list-style-type: none"> • Nora Rawlinson, "Give 'Em What They Want." <i>Library Journal</i> 106 (15 November 1981): 2188-90. • Bob C. Murray, "The Case for Quality Book Selection." <i>Library Journal</i> 107 (15 September 1982): 1707-10. • Judith Serebnick, "Measuring Diversity of Opinion in Public Library Collections," <i>Library Quarterly</i> 65 (1995): 1-38. • Juris Dilevko, & Keren Dali, "Reviews of Independent Press Books in Counterpoise and Other Publications." <i>College & Research Libraries</i> 65 (2004): 56 -77. • Rebecca Knuth, & donna G. Bair-Mundy "Revolt Over Outsourcing: Hawaii's Librarians Speak Out About Contracted Selection." <i>Collection Management</i> 23 (1/2) (1998): 81-112. <p>[Video:] Watch Bill Moyers' <i>Buying the War</i> (PBS, 2007, 60 min) http://www.pbs.org/moyers/journal/btw/watch.html</p>

DUE:	LAULIMA POST6: Post on the Readings
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Week 14	Dealing with Indigenous Content
Class: <u>21 APR 2015</u>	Access to Sacred Indigenous Materials
Readings:	TBA
DUE:	Nothing

Week 15	Evaluating Collections & Curating Digital Collections & Exhibits
Class: <u>28 APR 2015</u>	<ul style="list-style-type: none"> • Curating Digital Collections & Exhibits • Evaluating & Measuring Collections <ul style="list-style-type: none"> ○ Library Mission ○ Formulae & Quantitative Approaches to Evaluating Collections ○ Qualitative Approaches to Evaluating Collections
Readings:	<p>John Willinsky, "Scholarly Associations and the Economic Viability of Open Access Publishing." <i>Journal of Digital Information</i> 4 (Article No. 177, 2003-04-09)</p> <p>Simon Tanner, "Economic Factors of Managing Digital Content and Establishing Digital Libraries." <i>Journal of Digital Information</i> 4 (Article No. 229, 2003-06-09)</p>
DUE:	LAULIMA POST 7: Post on the Readings/ Video

Week 16	
Class: <u>3 MAY 2015</u>	Presentations on any group projects Course Evaluation Course-wrap-up
Readings:	None.
DUE:	<ul style="list-style-type: none"> • Part 1-Assignment -2: Reflection on CM News • Part 2 Assignments

Finals Week

There is no exam in this course or class meeting during Finals Week. Please keep up with the readings though. All papers and extra credit must be handed in by the last day we meet as a class

Instructions for Specific Assignments

(Please consult the course schedule for due dates.)

The Collection Management Project (CMP)

The main assignment for this class is a practical exercise in collection development. You are to propose collection parameters and then select materials for a specific library. This will be a lot of work, so don't underestimate this project; however, I hope you will also enjoy the learning process of shaping a collection.

I encourage you to select a type of library that you want to work in, and a subject that you are familiar with and/ or interested in. For example, if you have a degree in Latin American literature and want to work in a college library, then you might propose developing a collection of 45 items relevant to Latin American poetry (including databases, books, and journals) for some specific library like the Tokai College Hawaii Library. On the other hand it should not be the same topic as one you've used for your LIS 601 bibliography plan or another LIS assignment. Another proposal could be for natural science books for grades 2-4 at Waimalu Elementary School Library Media Center. Another proposal could be materials on bioengineering for a special library. The topic **must be non-fiction** unless you can make a good case for a specific fiction collection. You should include a mixture of books, databases, journals/ magazines. You should also add a few relevant videos/ DVDs/ CDs. See details below.

You can choose any **non-fiction** subject, although you might keep in mind that you will want to appeal for a "grant" to fund your topic, so I encourage you to come up with a topic that you might try to convince a not-for-profit organization to subsidize.

You may **not** select fiction/ drama/ poetry unless you receive permission due to a very narrow specific topic (e.g., fictional memoirs of American women in history for 6th graders). In such case you must provide very detailed criteria for selection, and also clearly show how each work meets the criteria.

You must select a real library and community for the CMP. You are to describe the library, the users and the collection in some detail. You will eventually select 45 items (books, journals, databases, etc.) for your CMP. Although you've selected a real library, you needn't concern yourself with the library's actual holdings.

At least 15 items should be submitted with complete citations to reviews, and should be selected at least partly because of these reviews. The remaining 30 do not need to be reviewed, although each item should have a brief write-up explaining why you selected it. Your CMP Journal also should explain what criteria and selection tools you used to select your CMP. Of course, appropriate reviews would be one natural criterion, although they are not required.

Your CMP should include at the following types of items:

- 1) At least one Out-of-print book [OP],

- 2) At least one (S) Serial, such as a journal or magazine subscription (1 year),
- 3) At least one audio-video recording (either Video or CD or DVD or Audiocassette tape, etc),
- 4) At least one e-book
- 5) 5-10 digital media resources. At least one should be a commercial database with a one-year subscriptions (1 year).

Your CMP list should be numbered (1) to (45). The 15 items with complete citations of reviews should be noted with an asterisk (e.g., 3*). You should also note (S) Serial; (D) Database/ Digital Subscription; Out-of-Print item (OP); Audio-Video Material (A-V); (e) e-Book. You may indicate that an item is for the (R) Reference collection.

Your collection should be presented in some logical order (ideally by sub-topic, and then by author's last name).

Please pay careful attention to all of the various stages.

CMP STAGE 3: The CM Portfolio (40%)

You should write your CMP Portfolio as the final report to the KASHU Foundation. Be sure to read both the instructions and evaluation rubric below.

It should include:

(a, 1-2 pages): Institutional Description of the library, users, and existing collection, [This should be based on the CMP Proposal, but the language should be modified as if you received the grant, and are reporting on the progress].

(b, 1-2 pages): Parameters of the proposed collection,

(c1-4, one-thirds of a-page to 1 page *per title*): Information on Selected Items.

(c#) Each citation should be numbered and grouped or presented in some rational order (by selected topics, alphabet, etc).

(c1) Complete citation: Books should include Author, Title, Publisher (Location City), Publisher's Name, ISBN/ISBN13, number of pages, and the publication year. Journals should include ISSN. OP books and A/V items do not need any item codes if none are available. Follow a standard citation style.

(c2) The *current* list price in US\$ for PA (paperback) or HC (cloth). You may calculate in a discount if explained in the budget-narrative section. Cite price source if this is below the list price.

If the book is **out of print**, you should indicate this and list the source of the O.P. Price (e.g., \$14 HC Used VG, listed from Blue Mountain Bookstore on ABE),

Databases and journals should include full information on vendors and the cost of a 1-year institutional subscription,

(c3) Citations to published reviews (Amazon.com-type user reviews do not count). [See appendix to this syllabus on "Evaluating Reviews and Selection Tools." This applies primarily to the first 15 items.]

(c4) The most important part of each item is your own **rationale for selecting the specific item**. This could be based on your own personal evaluation of this work, reviews, reviews of other works by the author, and other related criteria. You might include information on summarizing reviews, author's qualifications, quality of book construction/ user-friendliness of database, etc. If you did not examine the work in person, you should refer to the reviews

and add your own rationale for selecting the item. *Be especially careful to avoid plagiarizing from a review or the publisher's information.*

Many of these texts can be brief, such as 2 or 3 sentences. However, I expect longer and more detailed explanations comments to support any of the following: a) more expensive items, b) works that are older or nonstandard, c) anything that falls beyond your original parameters, d) ones that are published by lesser quality / questionable publishers, e) More than 5 selections by the same publisher. Without strong justifications, such as quality reviews, these kinds of entries will detract from your grade.

(d, 1 page): Budget-Spreadsheet. I encourage you to do this on Excel or other spreadsheet. You do *not* need to list each book and price here, only totals, and a comparison with the proposal budget.

(I do not penalize or reward you for going over/ under budget, but want you to reflect on the realities of real budgets).

(e, 2-3 pages): Budget-Narrative: This should explain aspects of the budget, such as discounts and how database or journal prices were determined. D and E may be combined into 1-3 pages. Do not use this space to list individual prices.

(f, 2-4 pages): Summary: This should include the limitations of the collection and propose further growth areas. This should also summarize the core of your collection. You should also use this section as a sales pitch to emphasize the value of this collection to your institution.

I encourage you to think of this project as an ideal portfolio project to show potential employers.

SUBMISSION INSTRUCTION:

Submit your CMP in paper and print formats. I will evaluate formatting based on the printed version. Save the file as 615_CMP_YourLastName.doc and send it as a MS Word attachment to wertheim@hawaii.edu.

Evaluation

Your proposal will be evaluated by the instructor on the following criteria:

a) Institutional Description of the library (institutional profile, user's demographics, and existing collection) is rich with relevant and varied and cited data. This section includes responses to suggestions made in the CMP Proposal. A perfect score shows original writing that builds on authoritative information that would be convincing to a funding agency.	2 points
b) Very clear and specific CMP Parameters. What were the criteria used to plan the collection (price, reflection of demographics, price range for materials, date range of publications, and reading levels. Explain specific criteria from your library's demographics that influenced how you established criteria (such as 10% materials in Basic English for a community with many new immigrants). This section includes responses to suggestions	2 points

made in the CMP Proposal, as well explanation of any changes you did while creating the CMP.	
c) Professional presentation of your CMP, including aesthetics, the cover page, typography, margins, and following all instructions. Items are presented in some order (ideally topical, then alphabetical by author's last name).	3 points
d) The Summary is well written, persuasive, and reiterates points made in the profile, parameters, and individual items. It explains the value of this collection to your institution and the potential impact on users. It also includes limitations of the collection and proposes areas for further growth areas	4 points
e) The Budget section is thorough and easy to follow. The narrative is well written. The budget follows the directions. It is clear at the citation level whether each item selected is paperback or hardcover. Criteria for electronic materials price are explained in detail. Budget calculations are correct, and contrasted with the proposed budget. One table presents (a) the Proposed Budget, (b) the Final Budget, and (c) the difference.	4 points
f) Individual citations are complete (ISBN13 or ISBN or ISSN, publisher, city of publication, date of publication, edition number, etc) and are in a standard bibliographic form. Information on used materials and journals is complete. OP items include (condition, vendor).	5 points
g) The Rationale for selecting each item is clear, original, and well written. These are based on reputable reviews and personal evaluation of materials. Rationales for selecting more expensive items, such as databases and reference works should be longer than the others, and explain why you selected it over alternatives.	10 points
h) Overall Quality of the Collection. The collection is diverse (from a variety of publishers) and is carefully selected to meet the various audiences described in the profile. It represents different perspectives, and appears to be well selected based on an understanding of community needs and the best materials available. The CMP Journal and cited reviews show that various approaches were used to find the most appropriate collection given. This includes the appropriateness of your selections to match the parameters and community/ library profile . This may be more of an art than science, but will be evaluated based on the judgment of a seasoned selector and the real state of publishing. For example, if you decided that you were going to select studies of Japanese novelists active after World War II, I would wonder if you did not select a work on Nobel Prize Winner Kenzaburo Oe. You can help satisfy this aspect by mapping your planned selection, and describing in some detail how you approached your topic in your journal. This also includes the quality of the items selected using standard library criteria . For example if you proposed a CMP on the American Civil War for a high school library media center, I would be very suspicious if you selected a vanity press memoir (especially without reputable reviews), a textbook, costly reprint, narrow dissertation, children's picture book, etc. unless you make a solid case for the exception.	10 points

CMP STAGE 4: CMP Reflection Journal (10%)

The final portion of your CMP is perhaps the most important, since it is a reflective exercise. It consists of an 8 to 10 page journal in which you will evaluate the exercise as a personal reflection on the learning experience.

Your essay should first record (a) how you went about mapping your topic and searching for items, including specific indexes, databases, or other tools. This section should be somewhat detailed (although brief and concise) since this impacts your grade on the CMP itself. The second part is to (b) reflect on what you learned from the experience, such as **what you learned about at least a few specific publishers, reviewers, and review media**. If you think that you did not learn anything about the above, then you are strongly encouraged to do some research as part of your journal, as you will be graded on your reflections of the learning experience. Even experienced selectors should endeavor to make the CMP and Journal learning experiences.

(c) You should also reflect on weaknesses in the CMP (e.g., you were unable to find many good children's books on AIDS in Spanish for a San Diego junior high school library CMP). You should also (d) critique your own abilities as a selector, as well as the tools you used. You may add information, such as some discussion of reasons you did not select certain items or types of items from your collection. You may incorporate notes from readings or class discussions in this section.

Do **not** waste your time or space by complaining that it was a long assignment. I already know it is time-consuming, but this is how we master the art of selection. Many graduates have written me that their CMP was their most useful LIS assignment. I also use this in evaluating your CMP.

SUBMISSION INSTRUCTION:

Save the file as 615_CMPJrl_YourLastName.doc and send it as a MS Word attachment to wertheim@hawaii.edu.

Evaluation

Your proposal will be evaluated by the instructor on the following criteria:

a) Reflective Narrative explanation of how you [1] mapped out your topic, and [2] searched for items. [3] Concise but detailed listing of specific indexes, databases, or other tools (including those mentioned in the textbook, lectures, from shadowing, and especially your own unique findings relevant to the topic).	3 points
b) Reflection on the above collection management tools (critical evaluation review sources, <u>and</u> specific reviewers) for both retrospective and current awareness.	3 points
c) Critical Reflection and information on publishers, vendors related to your topic and overall selection.	2 points

d) Critical Reflection on your CMP's strengths and weaknesses. How could it have been improved? What did you do that worked or what would you have done it differently?	1 points
e) Critical Reflection on yourself as a selector. Using the text and lecture materials, how have you grown as a selector, and what can you do to improve your abilities as a selector?	1 point

Other Assignments

Collection Management Critique or Policy

(Worth 10%) (Individual/ Group Option)

There are two options for this assignment. You can either write up a critique of three or more existing CM policies or you may compose an original Collection Management Policy, based on examination of relevant models.

I strongly encourage you to do the critique unless you have a pressing reason to do the second option for a real library or information center. This assignment may also be done individually or in groups of up to four people (with one paper listing all names).

Critiquing CM Policies

You should locate *at least* three CM policies and analyze them. These policies should be comparable (i.e., relating to the same type of library or collection) but in different locales. At least two of the collections should be at a parallel level (i.e., system-level or collection-level or branch-level).

You can either compare them or you can focus your analysis on one of the policies, but should make observations based on the other policies and your text. Your first brief paragraph should explain why you selected the particular policies. It might be helpful to focus your essay on the question of how applicable these policies are for another specific library. You should use your class notes and textbook or other readings to offer educated comments. Please be specific and be sure to cite information sources. The final product should be a 4 to 6 page paper in either journal or report format.

SUBMISSION INSTRUCTION:

Save the file as 615_CDPC_YourLastName.doc and send it as a MS Word attachment to Wertheim@hawaii.edu.

Examples of existing policies may be mentioned in class, and are also cited in the textbook. You can find many more by doing an advanced online search for “[x type of institution (e.g., high school)] library” and (“Collection Development” or “Collection Management”) and Policy.”

Evaluation for the CM Policy Critique Option

Your proposal will be evaluated by the instructor on the following criteria:

a) The journal or essay is based on appropriate model policies , which are well cited.	2 points
b) The journal or essay is well written and organized .	2 points
c) The journal or essay cites relevant information from the textbook or lectures (possibly in addition to other materials) on CM Policies.	2 points
d) The journal or essay shows the importance of CM Policies, and the various elements .	4 points

REVIEW EXERCISE

(Individual Work)

For generations librarians have looked for each other for expertise on the art of reviewing books and other materials. This assignment is to help get you started as a library reviewer. For this assignment you are to write a publishable review of a book, video, database, etc.

You should review a book related to Hawaii or the Pacific to appear in the *Holoholo Review*. Instructions for review criteria are listed in Appendix 2. You will be evaluated based on those criteria, and how you respond to comments I make on the first draft.

ALTERNATIVE OPTION: Several professional library publications publish book / library media reviews. With most, you cannot select the specific book to be reviewed, but you obviously can select the journal you want to be a reviewer for.

If you want to do this alternative option, you should contact the journal's book review editor and secure approval to do a review. You should submit a double-spaced draft to me, and get my OK before sending it to the journal. You are encouraged to secure permission / get feedback on this option before as early as possible.

SUBMISSION INSTRUCTION:

Save your first draft as **615_RevDraft_YourLastName.doc** and post it as an MS Word document on Lulima (LORP 5).

Share your peer critique of your partner's review either as an e-mail with a cc to Wertheim@hawaii.edu or give Dr. Wertheimer a copy of your written comments. In either case be sure the e-mail or paper clearly states the full names of the original writer and the peer critic.

Save your final draft as **615_RevFinal_YourLastName.doc** and post it as an MS Word document on Lulima (LORP 6).

Evaluation for your Review

The assessment is primarily based on the final product, however, you will receive up to 1 point for sending in a well-written draft following the instructions. You will receive up to 1 point for quality peer comments.

Your final review will be evaluated by the instructor on the following criteria:

a) The item you selected related to the focus of the review outlet (<i>HoloHolo Review</i> or real journal).	1 point
b) The review follows guidelines, such as citation, word length, and required elements. The publication data is checked in <i>Books in Print</i> or the publisher's website.	1 point
c) The review includes some additional research on the writer or book. It includes brief mention of other titles/ first work/ awards won, educational background or relevant experience.	1 point
d) The review gives a clear summary of the item, so that someone could clearly imagine the item. For fiction, this would include something on writing style or comparing it to other writers.	3 points
e) The review is original, well written and well organized . It is improved based on suggestions by the professor and peer reviewer.	4 points

OPTIONAL EXTRA CREDIT (LIMIT: 2 extra credit projects per student only)

Possible extra credit projects include a report on presentations or professional conferences related to CM or some professional project (e.g., internship, presentation, paper, book review) as long as you are not getting credit for this in another class. Consult with me regarding alternatives. Please write up and post your extra credit work at the Laulima site.

Expectations for All Assignments

Plagiarism, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don't do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. 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.

Bibliography

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need such a bibliography, however, if you use complete citations in footnotes.

Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date.

Limit Your Quotations

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 for narrow specific purposes such as showing an author's language or demonstrating precise definitions. Quotes should not be used simply as if they were your own words to make your argument. You will lose points if your paper becomes a collage of others' quotations.

Contextualizing Your Information

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.

Long/ Block Quotations

You should not have many quotations that are over 2 or 3 lines long. Any such "long quotation" (more than 1 sentence) should be placed in a **block quotation**, which does not use quotation marks or italics, but should be single-spaced and indented on both sides, along with full citation.

Formatting

Use 12-point Times font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor Wertheimer] and class [LIS 615] (all single spaced) on the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be paginated (except a cover page, which does not get counted).

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.

Titles and Headings

You also should use a descriptive and unique **title** for each paper. These help writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts..

Papers are due at the start of class. One point per day late will be subtracted from **overdue assignments** (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after final class meeting date.

Note Taking

There may be one or more quizzes or exams in class. These would be reflected as a part of your participation score. (See Participation for more on this.)

You should take good class notes of lecture and discussion. I do not usually make copies available of PowerPoint lectures (My main exception is for ESL students, who can download the slides from the computer immediately after class). I do this because studies have shown that note taking dramatically increases your memorization and keeps you more mentally involved in class.

Sample Papers

Sample papers are posted online at:

< <http://www2.hawaii.edu/~wertheim/615Samples.html>>

Fellow students kindly shared papers from previous years. These are model papers. You are advised to review these papers to see how they presented their papers; however, **I change assignment requirements each semester, though, so be sure to follow your syllabus in terms of instructions as I will evaluate you based on the new criteria.**

If you write an exceptional paper, I might ask you to submit your paper to this page. If so, I would appreciate if you would try to follow up on some of the corrections/suggestions I made, and then e-mail me your paper as a Word/ HTML/ PDF file attachment. I count revised and submitted papers towards your extra credit score.

Grading

General Grading Criteria:

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.

Grading:

I hope that you will focus more on learning and experience than your grade in this course.

Grading Scale:

100-98 A+,	97-94 A, 93-90 A-;
89 - 87 B+,	86-83 B, 82-80 B-;
79 - 77 C+,	76-73 C, 72-70 C-;
69 - 67 D+,	66-63 D, 62-60 D-.

Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

Program Learning Objectives

The Program's first goal is for students to acquire the knowledge, skills, and attitudes that are fundamental to professional competence and career-long professional growth in the library and information services field. This core survey course addresses the following objectives of the LIS Program, enabling you to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for instructional program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[The numbers and text above come from the
2008 UH LIS Program Mission and Goals.]

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**”:

- | | |
|----------------------|-----------------------|
| (1) Action Research | (3) Case Study |
| (8) Ethnomethodology | (18) Needs Assessment |

Explanation: In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

Course Learning Objectives

This is an introductory core course, enabling students to:

1. To identify and assess accurately the needs for library materials and resources demonstrated by understanding users and nonusers of libraries, as well as the universe of knowledge.
2. To become familiar with the general organization and practices of the publishing and information industries, broadly conceived, as they relate to libraries and society at large.
3. To learn to apply appropriate principles and standards in the selection of library resources.
4. To evaluate print and electronic library collections and to recommend alternatives for specific situations.
5. To gain a general overview and a working knowledge of the processes of acquisition of library resources, including the antiquarian book market.
6. To gain practical experience in preparing a grant proposal, then developing a model collection.
7. To gain experience in critical and persuasive writing, and public speaking on relevant professional concerns.
8. To develop a critical understanding of the elements of a good review by writing a publishable book/ material review and by becoming a critical user of credible online and printed review sources.
9. To become more familiar with the practical and ethical dimensions of intellectual freedom as they relate to library collections.

It would be impossible to learn everything there is to know about collection management (CM) in one semester. It is even more difficult to forecast the skills needed to manage collections in the future as technologies and markets change.

CM is made up of a series of skills that are learned over a lifetime of reading and professional experience. This course though may be your only formal instruction on the topic. With that in mind I hope that when you complete this course you will feel confident

about your ability to actually do practical CM. I also hope the class will leave you with some theoretical concerns related to CM that will guide you throughout your professional career. I also hope it will encourage you to critically reflect on the role libraries and information play in facilitating democratic discourse.

Teaching Method

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

Course/ Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for **alternative** learning experiences to assignments (preferably during office hours). I reserve the right to reject them or offer counterproposals. If you want to pursue this, please consult with me well in advance of the deadline of the assignment you want to replace.

Assessing Participation

Your **Class participation (5%)** will be calculated based on a combination of the following:

(1) Attendance. At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences (via mail in Laulima), if possible.

(2) There may be one or more unannounced in-class **quizzes or take-home exams** during the semester. These may be given at any point of the semester at any time (i.e., start of class or end of class...) *without advance warning*. These cannot be made up unless the absence was excused before class. Exams or quizzes could cover *any* assigned readings or content from class lectures, guest speakers, or discussions. (Since we use two textbooks, you will be given a choice of quizzes based on your textbook). Quizzes may be true/false, multiple choice or short essay questions. The best way to prepare for them is to keep up with readings and to pay attention to Collection Management terms and ideas.

(3) **Active participation** in classroom discussion. This does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.

(4) You will be expected to post an **online journal** with original reflective comments related to the reading or topic of collection management. This will be a major part of your participation score. This should be posted each week indicated on the syllabus *one hour before class begins*. Please see the deadlines in the syllabus. Your posting need only be a paragraph long, but should be both original and substantial. Postings done during or after class will be considered late, and penalized appropriately.

Your postings will be evaluated at the end of the semester on the basis of: (1) originality; (2) evidence of critical reading of the text and lecture notes; and (3) overall logic and writing.

You are welcome to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I realize that our class is nearly three hours long, so I understand if you have to quickly go to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

Group Work

At least one assignment is designed as a group project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group endeavors. Group assignments may

include a segment in which you will evaluate the performance of each team member. This will influence that student's grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not "carry their own weight" on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.

Kokua

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; [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.

Revised: 13 January 2015

APPENDIX 1:
“Evaluating Reviews and Selection Tools”

Amazon.com, *Books in Print Plus*, *Follett Titlewave*, etc. are all good sources for locating basic bibliographic information on books, as well as brief excerpts of reviews. HOWEVER, I you should be careful using them sufficient for the CMP, especially in terms of evaluation sources for the first 15 items. You also should not limit your CMP to only a few tools.

Some online reviews simply include excerpts from longer reviews and may only come from certain journals. The problem is that some of these review sources are NOT reliable (For example, some review editors never found a book they didn't like). Amazon also includes personal reviews that can be by anyone.

The truth is that many librarians use these tools in real life, but most also have worked long enough to intuitively know which reviews are more trustworthy, and which are not. Most of you are not yet at this level understandably, which is why I am requiring you to do the extra work of looking for reviews. You should also be aware that some databases exclude books from publishers not distributed by the book vendor.

I should add that e-Journals are OK if they are respectable (peer-reviewed or published by a respected association, etc) like H-NET lists. You should discuss this in your CMP Journal if you use them. Your citation for this section should be complete so that I can tell where you located the source.

You can use abbreviations if you explain them somewhere in the CMP.

EXAMPLE CITATIONS FOR REVIEW SOURCES:

Example 1 (Review from newspaper or weekly):

Keith M. Richards, *NYTBR* [or *New York Times Book Review* if you did not explain abbreviations elsewhere], 23 July 1995: 5.

Example 2 (Review from a professional journal):

Joan Neko-Hanamagari, *Horn Book* [or *HB* if you explained abbreviations elsewhere], 24 (1975): 23.

Example 3 (Review from a scholarly online full-text website):

Andrew Lazzarre, review of *Twenty-Three Antelopes Each Wednesday*, 10 Aug. 2001. *_H-LIS_* (online journal published as part of H-NET at MSU, www.h-net.org/madeupreference=ok/you-get-the.idea.html. Accessed 20 Feb. 2009.

Example 4 (Review from full-text journal database):

Yukako Shurinago, rev. of *DANCING MY WAY TO NAGO: A SOCIAL HISTORY OF OKINAWAN DANCE THROUGH THE AGES*, *JAPAN QUARTERLY* 47 (1996).
Accessed from EBSCOHOST DATABASE on 20 Feb. 2006.

If you get a review from an online source you should be specific -- using a style close to EXAMPLE 3 or 4, including when the review was written. In your notes you should also explain why you are using a review from Amazon or other source beyond traditional review sources. **You should treat all review sources critically** -- that is the purpose of the assignment. I will also understand if you cannot locate reviews for a few titles, especially for small press titles, (but will take away points if there are many such titles, ESPECIALLY if I can find them easily myself). There are certain topics that are not well covered by reviews.

I should add that your paragraph on each selected item should **NOT** consist of more than one sentence quoted from reviews. **Use your own words.** You may paraphrase a small amount if you have to -- as long as citation is clear and in standard citation style. I strongly encourage you to write me something about the reviewer or journal as evidence as to the authority of the reviewer regarding the subject. Just to be clear, you will fail the CMP if you simply copy and paste this kind of information!

FAQ:

1) Yes, you certainly may use Amazon.com, Barnes&Noble.com, Follett TitleWave, Books in Print Plus... to help you search for materials for your subject. You also can use OCLC/WorldCat, library catalogs, publishers' catalogs or ANY of the tools we discussed in class.

I encourage you to try different tools. Becoming familiar with many resources is another part of the assignment, and something that you can reflect on when writing your CMP Journal.

2) You may also use BIP, Titlewave, Amazon, etc. and other online sources for pricing information. In fact, you are required to use online sources (such as www.abe.com, www.bookfinder.com) to locate prices for OP books if you will do retrospective collecting.

3) You may even use these databases to help you locate some reviews (in other words, if Amazon shows *Publishers Weekly* reviewed a book in 1995, you could look it up in *PW*).
***However, I will expect to see a variety of reviews beyond those featured by Amazon, EbscoHost and the like.

4) You also can do searches of full-text databases (such as *Academic Search Premier*) to locate reviews from scholarly journals. You should verify that pricing and availability information are correct. When using full text reviews, be sure to reflect on the time between publication time, review time, and the embargo period before an issue would be online.

APPENDIX 2:

The HoloHolo Review: An Online Review Source for Materials on Hawaii and the Pacific

<http://holoholoreview.wetpaint.com/>

Reviewer's Instructions

The *HoloHolo Review* (HR) is a project of Dr. Andrew Wertheimer and his University of Hawai'i at Mānoa Collection Management students to provide free reviews of books, magazines, journals, databases, videos, and other library materials relating to Hawaii and the Pacific (including Pacific Islands, Asia, Australia, New Zealand, and the Pacific Coast of North, South and Central America). Reviews are written by LIS students at the University of Hawaii, but are also welcome from other LIS students and librarians.

Each review should be submitted electronically at the HoloHolo Review site (a wiki hosted by Wet Paint). If you cannot do this, please send a correctly formatted MS Word document to editor, Andrew Wertheimer at <wertheim@hawaii.edu>.

The average HR review ranges from 400 to 800 words.

Please be sure that your review includes the following.

Author's Last Name, First Name., *Book Title: Subtitle*. City of Publication, State or Nation: Publisher's Name (Publisher's Address if a small press), Year of Publication. Number of Pages, ISBN (hc for hardcover) or (pa for paperback or pamphlet). Price in local currency. Index (if indexed), Bib (if includes a bibliography) Illus (if includes photographs or other illustrations). Acid-Free (if acid-free paper).

Example:

WERTHEIMER, Andrew B., editor, *Gatun-Gatun: A Collection of Waka on Subway Travel*. Tokyo, Japan: Bakanekko Press (P.O. Box 5, Roppongi, Tokyo, Japan), 1998. x, 235p. ISBN 1-234-5678-x (hc), Y50,000. 1-234-5578-x (pa), Y10,000. Illus.

Your review should first give general reader an overview of the book's content. You should also give a brief (1-3 sentences) biography of the author, including professional affiliation, other published works, or any aspect related to the author's expertise. You are encouraged to mention if the author received any awards for this or previous publications (be specific).

The critical part of the review is to ask if the book delivers what the book sets out to be. If possible, you also should compare it to 2 or 3 other relevant works (give complete citations

[author, title, publisher, year]. Be sure to praise unique contributions of this book or criticize shortcomings. Specific errors or biases should be highlighted as well.

Librarians are advocates for good binding, affordable prices, acid-free paper, good indexes, attractive illustrations, and even good writing. Be sure to comment positively or negatively on these aspects.

The last review element is to advise librarians on the book's worth. Try to avoid clichés, such as "recommended for all libraries," but you can "suggested for purchase by comprehensive Pacific collections." Do not hesitate to pan really poor books, but try to be fair with your review and don't make this dependent on whether you enjoyed the work or not. You should imagine other audiences who might appreciate or have a use for the book.

The final element is that all reviews should be submitted with the month submitted, name, and reviewer's affiliation. For example:

Submitted in May 2015 by Jiji Shurinago, LIS Student, University of Hawaii at Manoa.

Please see the online examples as a model in terms of style and content.