



# Independent Study | in Idaho

**LibS 410/510  
Libraries and Their  
Collections: Materials  
Selection**

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The University of Idaho in statewide cooperation with  
Boise State University — Idaho State University — Lewis-Clark State College

# Course Guide

Independent  
Study | in Idaho

*Self-paced study. Anytime. Anywhere!*

## **Library Science 410/510** **Libraries and Their Collections: Materials Selection**

University of Idaho  
3 Semester-Hour Credits

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RV: 12/2015  
1 – LIBS 410/510  
Copyright Independent Study in Idaho/Idaho State Board of Education

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**LIBS 410-510 Libraries and Their Collections: Materials Selection**  
**3 Semester-Hour Credits: UI**  
**Revision one**  
**Syllabus/Course Guide**

**Welcome!**

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

**Policies and Procedures**

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Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

**Course Description**

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Introduction to library science theory and practice with emphasis on material selection and evaluation. Research project and paper required for graduate credit.

Corequisite/Prerequisite: None.

Required: Internet access, access to a public or school library; access to a computer, ability to view videos; Vandal card for student library account; instructor permission required for graduate level.

10 graded assignments, 1 self-study exam, 1 proctored exam.

**Course Materials**

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- MLA Citation: Gorman, Michael. *Our Enduring Values Revisited*. Chicago: American Library Association, 2015  
ISBN(s): 978-0-8389-1300-0; (Gorman)  
978-0-8389-1292-8 (Intellectual Freedom Manual)
- *Intellectual Freedom Manual*. Compiled by the Office for Intellectual Freedom of the American Library Association; Trina Magi, Editor; Martin Garnar, Assistant Editor. 9<sup>th</sup> ed. Chicago: American Library Association, 2015
- MLA Citation: Morris, Betty J. *Administering the School Library Media Center*. 5<sup>th</sup> ed. Santa Barbara, Calif. : Libraries United  
ISBN(s): 978-1-59158-689-0
- Supplementary Materials: Online readings from library databases; YouTube videos; Internet sources

## **Course Delivery**

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All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

## **Course Introduction**

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In this introductory course, the foundation of understanding librarianship is laid. We will look at libraries as cultural icons, exploring the roots of early libraries and how they have developed most recently in the United States. The values of the profession will be examined, providing a lens of understanding when we look at selecting unbiased collections designed to promote lifelong readers. There will be readings about the book trade, acquisitions processes and licensing, and a practical application of collection assessment. These various activities will provide a broad overview to librarianship and one of its core services, the library collection.

I expect you to do the reading associated with each lesson in order for you to be successful in completing the work for this course. Your assignments are designed to provide me information about your learning and your interpretations of the materials. All of them will be a brief essay. If you are taking the course for graduate level credit, you will write an additional essay where you are expected to do reading beyond the assignments to deepen the knowledge of the topics presented. Your knowledge will be tested through a self-tested exam.

Your final exam will be closed book and no notes. It will be proctored. The format will be similar (but not identical) to the self-graded exam, including short answers, fill in the blanks, and an essay.

## **Course Objectives**

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- The primary objective of this course is to establish your foundational knowledge of librarianship as a service profession. As the entry to a suite of courses, there will be historical and theoretical roots that you will use throughout subsequent classes on librarianship. The special focus on collections is fitting, as collections might be the earliest services offered from this service profession.
- By exploring the professional values, you will be able to see the diverging thoughts that separate librarianship from teaching. This tension is helpful as you learn how to apply librarianship to school settings.

## **Lessons**

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### Overview

Each lesson may include the following components:

- Lesson objectives
- Key terms and concepts
- Reading assignments
- Lecture
- Written assignment, project, or activity

### Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading assignments.

- Set a schedule allowing for course completion one month prior to your personal deadline.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.

## **Exams**

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- You must wait for grades and comments on assignments prior to taking subsequent exams.

Refer to *Grading* for specific information on assignment/exam points.

### Proctor Selection/Scheduling Exams

The final exam requires a proctor.

To submit your *Proctor Information Form* online, visit the ISI website and select *Forms, Proctor Information Form*. Submit this form at least two weeks before your first exam. Refer to *Students, Assignments and Exams* on the ISI website for information on acceptable and unacceptable proctors.

### Self-Administered Exams

Refer to *Students, Assignments and Exams* on the ISI website for guidelines on self-administered exams.

## **Grading**

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The course grade will be based upon the following considerations:

1. Completeness of your response: did you answer the question?
  - a. Is your answer clearly stated? Have you used good grammar and spelling?
  - b. If required, have you provided citations to the outside sources used?
  - c. Have you built a convincing argument?

### 2. Assignments and tests:

Assignment	Points
Assignment 1	10
Assignment 2	10
Assignment 3	10
Assignment 4	10
Assignment 5	10
Midterm exam (self graded)	0
Assignment 6	10
Assignment 7	10
Assignment 8	10
Assignment 9	10
Assignment 10	10
Final exam	100

### Mid-term Self-graded Exam

There is a mid-term exam included after the first five lessons. This is a self-graded exam and will give you an opportunity to practice the type of exam that will be offered at the conclusion of this course. An answer key will be provided to you. While the mid-term is an open book test, the final exam will be proctored and will be closed book/no notes. You may wish to take the practice exam in the same fashion.

The final course grade is issued after all assignments and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

### **About the Course Developer**

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Lynn Baird currently serves as Dean, University Libraries, at the University of Idaho. She has extensive experience in libraries, including acquisitions and collection development. She holds a Ph.D. in Education from the University of Idaho, a Master of Public Administration from the University of Idaho, and a Master of Library Science from the University of Oregon. She has been an instructor in the Independent Study of Idaho program, previously teaching such topics as collection development, censorship, young adult literature, and library technology.

### **Contacting Your Instructor**

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Instructor contact information is posted on your BbLearn site under *Course Rules*.

## **Lesson 1**

### **Libraries as Cultural Institutions**

#### **Learning objectives**

After completing this lesson you should be able to do the following:

- Describe (generally) the ancient roots of libraries and where and how some cultural records were preserved;
- Explain at least two forms of media used for early writing;
- Articulate your learning goals for this course

#### **Key concepts**

Nineveh; clay tablets; papyrus; Alexandria; Pergamum; parchment; Shang dynasty; Han dynasty; oracle bones; paper

#### **Lecture**

##### Libraries as Cultural Institutions

Libraries come in all shapes and sizes, each designed with a particular purpose and serving a different need. As institutions, libraries have existed for centuries. They have served to collect and preserve the intellectual and cultural products long before there was paper. They have served as icons, symbolizing cultural superiority and capacity for great achievements. They have been destroyed because of the threats they represent to others. By turns, libraries are mythical and humble, serving as places for first learning as well as palatial monuments.

With such disparate appearances, what then are the elements that might be considered to be core to the definition of a library? We will explore the different roles played by libraries in the first three lessons of this course because a library's collection reflects its purpose. From cultural icons to expressions of democratic thought to curricular support, we will explore these functions of libraries and how they help shape our expectations of how libraries operate.

One common thread is that libraries collect and care for human intellectual output. This is first defined as collecting the written products of society. Earliest libraries collected clay tablets, scrolls of different materials, and other objects that carried the written words of others. The missions of these libraries might be characterized as the conservators of culture.

#### *Ancient libraries*

According to some scholars, the first libraries appeared over 5,000 years ago in the part of the world known historically as Mesopotamia (now the Persian Gulf area), and, with the upper Nile river valley, formed what is known as the Fertile Crescent, or "the cradle of civilization." Here, documents were created by carving with a stylus into damp clay using a form of writing known as cuneiform. These documents initially recorded business transactions and tax payments; later works included literature and the thoughts about the world at large. These clay tablets survived when governments did not, as typically invaders destroyed villages through fire. Clay does not burn. And, in the arid desert climates where the drifting sands reclaimed many of the abandoned village sites, these tablets were entombed for thousands of years. Archeological expeditions have uncovered many ancient libraries, giving us an



understanding of the life and times of these early civilizations. Excavations provided us with insights, too, about the early organization of libraries. For example, King Assurbanipal established one of the greatest ancient libraries in Nineveh, once the largest city in the world. The tablets in this collection were organized by topics and each topic had its own room. King Assurbanipal had a passion for libraries; he sent scribes to libraries throughout his kingdom in order to discover these libraries' holdings.

Egyptians, meanwhile, were working in a different medium: papyrus. Papyrus, a plant that grows almost exclusively in Egypt, was pounded into a flat sheet that made a writing surface. These sheets were glued together to create scrolls which were stored in wooden boxes or occasionally, in clay jars. These scrolls were created by scribes, who held positions of importance in this culture. "The scribe was highly regarded for superior, almost magical, reading and writing skills. His written words were a link to the ancestors, to the future, even to the gods themselves." (Murray, p.13).

In the 3<sup>rd</sup> century, BCE, the Ancient Library of Alexandria was erected by Ptolemy I Soter, successor to Alexander the Great. This library was a center for scholarship for over 300 years and housed an unknown number of papyrus scrolls. The library was a magnet for intellectual life; leading philosophers, teachers, and scholars came to Alexandria to engage in teaching and learning. While the burning of the Ancient Library of Alexandria is often offered as act symbolizing the destruction of knowledge, in actuality, the library's demise was the result of a series of fires and wars over time.

There was a great deal of civic pride in the establishment of these great libraries. Competition for having the best library apparently led to the development of vellum. As Alexandria had a corner on the market for papyrus, Pergamum, an ancient Greek library in what is now modern Turkey, supposedly developed a different medium for writing made from the skins of animals: parchment. Parchment provided a smoother surface which facilitated more ornate script. The most refined parchment is vellum, made of calfskin. Vellum continues to be used in modern fine book printing. Whether Pergamum developed parchment or only promoted its use due to a lack of access to papyrus is one of the many unanswered questions that historians debate.

### *Asian innovations and libraries*

In China, libraries emerged during the Shang dynasty (16<sup>th</sup>-11<sup>th</sup> centuries, BCE), as evidenced by archeological discoveries of writing on oracle bones in the early 20<sup>th</sup> century. These writings included information about Chinese culture (politics, government, religion) during this period. Successive dynasties maintained dynastic libraries to facilitate governmental work.

Papermaking and printing in China developed much earlier than in the West (during the Han Dynasty, 202 BCE-220 CE), with an archeological discovery marks a Chinese writing on paper dated at 8 BCE. According to Needham (1986), paper was used for writing in the 3<sup>rd</sup> century, with toilet paper in use in the 6<sup>th</sup> century. What a marvelous invention, paper.

### *Summary*

Libraries have played important roles throughout history to preserve the culture of civilizations. Capturing the details of governments, religions, business transactions, and stories was made possible by emerging technologies. As we think about today's libraries, it is important to recognize the developments that set the foundation for these cultural institutions.

## **Written Assignment/Outside Activity**

### **404 (10 pts); 504 (5 pts)**

1. Watch this YouTube video: [www.youtube.com/embed/vg-9kOixAbQ](http://www.youtube.com/embed/vg-9kOixAbQ)
  - a. Who were the users of ancient libraries? Why is this important?
  - b. Who were the ancient authors? Why is this important?
  - c. What were some of the methods ancient libraries used to organize materials?
  - d. Which of the technologies mentioned had the greatest impact on the future of libraries, in your opinion, and why?
2. Using YouTube, find another video that addresses an aspect of the ancient history of libraries that you think best explains either the library, the technology, or some aspect of publishing.
  - a. Provide the citation
  - b. Identify why you selected this video
  - c. Explain how you would use it in your teaching.
3. Introduce yourself: why are you taking this class? What do you expect to learn? How will this improve your teaching? What is your background in library work? Why are libraries important to today's students?

### **504 (5 pts)**

1. Write an essay, 1000 words, exploring a topic addressed in this assignment. Be sure to use at least three outside scholarly sources and cite these as part of this written assignment.

Youtube video: History of Libraries, KittyReads Kathryn Hunter.

Additional reading:

*While these suggestions are not required, they are provided to you as a resource to further your knowledge on the topic.*

Survivor: The history of the library, *History Magazine*, Barbara Krasner-Khait <http://www.history-magazine.com/libraries.html>

## **Final Exam Information**

**Make arrangements with your proctor to schedule the Final Exam.**

**Prior to taking this exam:**

- You must submit all assignments to your instructor before taking this exam.
- Please do not take this exam until you have received graded assignments back from your instructor.

**Exam components:**

- Time limit: 1.5 hours
- Comprehensive/Covers lessons 1–10
- 100 points possible
- CLOSED book and notes.
- NOT ALLOWED personal items or (other) electronic devices, including cell phones.

**Items to take to the exam:**

- Photo identification
- V number
- Pen, pencil, eraser

**Exam grades and comments:**

- Graded exams will not be returned to you.