Collection Development as Information Literacy
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Deepening Student Engagement with Information: Active Approaches to Instruction
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I. Peggy Johnson's collection development criteria


- content or subject
- language
- currency
- veracity
- writing style (e.g., well written, easy to read, aesthetic aspects)
- completeness and scope of treatment
- reputation, credentials, or authoritativeness of author, publisher, editor, reviewers
- geographic coverage
- quality of scholarship
- frequency the title is referenced in bibliographies or citations
- reader or user level to which content is directed
- comprehensiveness and breadth
- frequency of updates or revisions
- access points (e.g., indexes, level of detail in the table of contents)
- ease of use
- external resources that index the publication
- physical quality (e.g., illustrations, paper and binding, format, typography, durability, visual and audio characteristics)
- uniqueness of content, capabilities, or features
- cost in relation to quality of the item

II. Criteria employed in the actual collection development project with students at Muhlenberg College

- RCLweb
- Owning institutions
- Primary vs. secondary
- Genre
- Notes
III. Link to LibGuide used for the course project: http://libraryguides.muhlenberg.edu/jscapstone

IV. Screen shot from Google Drive spreadsheet that students used to record their assessment of the donated collection of books

<table>
<thead>
<tr>
<th>Book title</th>
<th>Author/Editor</th>
<th>R@Leeb</th>
<th>Encompass (we own)</th>
<th>Other local colleges own</th>
<th>Primary or secondary</th>
<th>Genre</th>
<th>NOTES! (other unique criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Years After the Eve of Destruction</td>
<td>U.S. Holocaust Memorial Council</td>
<td>NO</td>
<td>NO</td>
<td>Yes (Yale, Bing, Queens...)</td>
<td>Secondary</td>
<td>Holocaust EducationRemembering the Holocaust: Those who survived, those who perished</td>
<td></td>
</tr>
<tr>
<td>About the Holocaust: What We Know and How We Know It</td>
<td>Rabinowitz, Dorothy</td>
<td>NO</td>
<td>NO</td>
<td>Yes (Lafayette, Scranton, Albright...)</td>
<td>Secondary</td>
<td>Holocaust Education</td>
<td></td>
</tr>
<tr>
<td>Adolf Hitler</td>
<td>Toland, John</td>
<td>NO</td>
<td>YES</td>
<td>Yes (Cedar Crest, Lehigh Valley College, Lehigh University, Maristian...)</td>
<td>Secondary</td>
<td>Biography</td>
<td></td>
</tr>
<tr>
<td>Adolf Hitler and the German Trauma</td>
<td>Herzstein, Robert Edwin</td>
<td>NO</td>
<td>NO</td>
<td>Yes (Moravian, Lafayette...)</td>
<td>Secondary</td>
<td>Biography/History</td>
<td></td>
</tr>
</tbody>
</table>

V. Question for discussion: Can you think of operations/areas in your library that could intersect well with information literacy/library instruction?

- Reserves/copyright
- Gifts
- Weeding
- Special collections
- Digitization
- Archives
- Vendor licenses
- Library website usability study
- Discovery system usability study