

ETL503 - Resourcing the Curriculum

Session 1 2010

Faculty of Education

School of Information Studies

Wagga Wagga Campus

Distance Mode

Subject Coordinator Ashley Freeman

Subject Overview

Welcome to a new session of study at Charles Sturt University

This subject focuses on the provision of appropriate digital and hardcopy resources to effectively resource the curriculum and support learning and teaching within the school. The role of school library collections in the information environment is particularly addressed. Assessment of needs, selection, acquisition, deselection, collection evaluation and collection policy formulation are examined in the context of the school as are issues such as budgeting, censorship, cooperative resource provision and learning management systems.

Your Subject Outline

The University, Faculty and School policies, regulations and procedures frame your studies detailing your rights and expectations, your requirements and the procedures necessary for successful navigation through your studies. It is important for you to read all this information and clarify any issues with your Subject Coordinator. Faculty and School policies are published online in the Faculty/School Folio. <http://www.csu.edu.au/faculty/educat/folio/folio.htm> (<http://www.csu.edu.au/faculty/educat/folio/folio.htm>)

Your subject coordinator Ashley Freeman

Academic biography

Ashley is an experienced lecturer in Teacher Librarianship. Prior to being appointed to CSU he was a teacher, teacher librarian, and principal of a small rural primary school, in the NSW public education system. He has held a number of positions relating to Teacher Librarianship within CSU and is currently the course coordinator of the Master of Education (Teacher Librarianship), the Graduate Certificate in Teacher Librarianship, and the chair of the Professional Experience Committee. His research is largely in the areas of bibliographic organisation, professional development and educational history. Ashley's other teaching responsibilities include ETL505 Bibliographic Organisation in Education and ETL510 Professional Experience.

Learning objectives

- be aware of the role of school library collections in teaching and learning;
- be able to assess information needs in the context of building a school library collection;
- be able to provide an overview of the range of information resources available and the impact of digital resources on school library collections;
- be able to demonstrate an understanding of how to select and acquire for, deselect from and evaluate school library collections in the context of the educational needs of the individual school;
- be able to discuss critically related issues such as censorship, budgeting and cooperative resource provision; and
- be able to lead in the development of a collection management policy.

Courses served

Master of Education (Teacher Librarianship)
Graduate Certificate in Teacher Librarianship

Contact Procedures

Academic enquiries

Any questions concerning the teaching of this subject can be made by contacting your subject coordinator.

Subject Coordinator Ashley Freeman

Email afreeman@csu.edu.au

Phone (02) 69332548

Fax (02) 69332733

Campus Wagga Wagga

Building/Room number 005/309

Consultation procedures

The subject coordinator will be available for student consultation. The subject coordinator will be checking the subject forum and relevant subforums at least twice a week during session. For personal matters the subject coordinator will be available via email and phone on Monday to Wednesday and on Friday during the session.

Minimum standards of consultation

According to the Minimum Standards for Communication with Students Policy (http://www.csu.edu.au/acad_sec/manuals/p8.rtf (http://www.csu.edu.au/acad_sec/manuals/p8.rtf)), students can expect that the subject coordinator or nominee of the distance education forums will respond to their postings at least once a week during the teaching weeks of the session.

Subject Delivery

Learning, teaching and support strategies

You are expected to systematically work through the topic modules provided in the **Modules** section. The material introduces you some key aspects of each of the topics that comprise this subject and assists your learning by providing guidance in using your text and recommended readings and directs you to some significant example resources. Online information resources are used in this subject both as a key source of current professional information relating to the topic area and as examples of the types of resources and services that can be provided. You should thoroughly explore a range of the example online resources provided and use them as a stepping stone to the location and use of further pertinent online resources.

Access to a variety of pertinent resources will be provided through the **Resources** section.

The **Forum** and subforums are the key place for the discussion of questions and issues raised in the topic modules, the sharing of ideas and findings, asking questions of the lecturing staff, and discussing assessment tasks.

Questions and issues of a personal and private nature, such as requests for extensions, should be discussed directly with lecturing staff by **email or telephone**.

Announcements will also be used to provide current, time-critical information as appropriate.

The **Chat room** will provide the opportunity for student initiated, subject related, informal synchronous discussion. The lecturing staff will not use the Chat room for discussion as it is felt that public discussion of issues and questions with lecturing staff is best conducted in a one central place, namely the forum and subforums.

It is important that you **plan your study** across the session. You should familiarise yourself with the materials needed and provided for this subject, obtain the text book, familiarise yourself with the nature and timing of the assessment tasks and devise a study plan that will enable you to thoroughly work your way through the subject materials, to explore beyond them, to discuss issues with fellow students and lecturing staff, and to address the assessment tasks in a timely, informed and considered manner. The **Schedule** provided in this subject outline should assist you in this task.

For those students enrolled in the Master of Education (Teacher Librarianship) you

should also use your **online learning journal**, commenced as part of ETL401 Teacher Librarianship, as a means of personal reflection and a record of ideas, thoughts and approaches relating to and proceeding from this subject. As well as potentially proving a practical learning tool for this subject, your online journal will hopefully become a pertinent, interrelated source of ideas and reflections across the subjects you undertake in this course which will inform and enrich the professional portfolio you create as part of ETL507 Professional Experience/Professional Portfolio.

Subject Content

This subject will cover the following topics:

- The school library collection in the context of teaching and learning and the digital environment
- Selection of resources to support teaching and learning
- Acquisition and access
- Budgeting
- Deselection
- Collection evaluation
- Collection policy and censorship
- The future of school library collections

Schedule

The schedule is provided under Resources on the Interact site for this subject.

Residential school

You should refer to the pink statement entitled 'Distance Education Subject Enrolment and Residential School Information' which accompanies your learning materials, for the official dates of any residential school(s) you may have to attend.

Residential school information is also available on the Student Services [website \(https://online.csu.edu.au/Inter/Action?type=B&cmd=zsrswweb&run=O\)](https://online.csu.edu.au/Inter/Action?type=B&cmd=zsrswweb&run=O).

Residential school program

There is no residential school.

Text and Learning Materials

Prescribed text(s)

Kennedy, J. (2006). *Collection management: A concise introduction* (rev. ed.). Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University.

Available from the Centre for Information Studies through <http://www.csu.edu.au/faculty/educat/sis/CIS/> or from the Coop Bookshop in Bathurst.

Required reading / resources

In studying this subject you are to read the links and readings supplied via your subject site as well as the prescribed text as indicated. The readings have been included to supplement the prescribed text and study material and to further enhance your understanding and learning in this subject.

Recommended reading / resources

There is a vast array of material on collection management. The following list is a small sample of general resources that treat a number of topics in this subject. Further, more specific, resources are provided at appropriate places within your study guide.

Bishop, K. (2007). *The collection program in schools: Concepts, practices and information sources* (4th ed.). Westport, Conn.: Libraries Unlimited.

Church, A.P. (2007). *Your library goes virtual*. Worthington, Ohio: Linworth Publishing.

Clayton, P.R., & Gorman, G.E. (2001). *Managing information resources in libraries: Collection management in theory and practice*. London: Library Association.

Conger, J.E. (2004). *Collaborative electronic resource management: From acquisitions to assessment*. Westport, Conn.: Libraries Unlimited.

Craver, K.W. (2002). *Creating cyber libraries: An instructional guide for school library media specialists*. Greenwood Village, Colo.: Libraries Unlimited.

Dillon, K., Henri, J., & McGregor, J., & Charles Sturt University. Centre for Information Studies. (2001). *Providing more with less: Collection management for school libraries* (2nd ed.). Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University.

Evans, G.E., & Saponaro, M.Z. (2005). *Developing library and information center collections* (5th ed.). Westport, Conn.: Libraries Unlimited.

Fowler, D.C. (Ed.). (2004). *E-series collection management: Transitions, trends and technicalities*. Binghamton, NY.: Haworth Information Press.

*Hughes-Hassell, S., & Mancall, J.C. (2005). Collection management for youth: Responding to the needs of learners. Chicago: American Library Association.

Johnson, P. (2004). Fundamentals of collection development and management. Chicago: American Library Association.

Kerby, M (2006). Collection development for the school library media program: Beginners guide. Chicago, Ill.: American Association of School Librarians.

Kovacs, D.K. (2004). The Kovacs guide to electronic library collection development: Essential core subject collections, selection criteria and guidelines. New York: Neal-Schuman.

Lee, S.D., & Boyle, F. (2004). Building an electronic resource collection: A practical guide (2nd ed.). London: Facet.

Loertscher, D.V. (2000). Taxonomies of the school library media program (2nd ed.). Salt Lake City, UT: Hi Willow Research and Publishing.

Lukenbill, W.B. (2002). Collection development for a new century in the school library media center. Westport, Conn.: Greenwood Press.

Punshon, M., & Punshon, C. (2006). Managing for learning: Issues for primary school libraries. Carlton, Vic.: School Library Association of Victoria.

*Available as an ebook (full text) through the CSU Library.

Assessment Information

Pass Requirements

In order to achieve a passing grade in this subject, a student must (1) attain a minimum passing standard in the overall total mark; and (2) demonstrate achievement of other approved conditions or requirements. A minimum passing standard means 50 per cent of the available marks for the assessment item(s), unless otherwise stipulated.

Grades

Your achievement in this subject will be graded according to the following definitions and guidelines approved by Academic Senate:

HD High Distinction:

An outstanding level of achievement in relation to the assessment process (85-100%);

DI Distinction:

A high level of achievement in relation to the assessment process (75-84%);

CR Credit:

A better than satisfactory level of achievement in relation to the assessment process (65-74%);

PS Pass:

A satisfactory level of achievement in relation to the assessment process (50-64%);

FL Fail:

An unsatisfactory level of achievement in relation to the assessment process on completion of the subject providing a student has completed and been assessed on at least one assessment task (0-49%).

The percentage ranges for the above grades relate to the final scaled aggregate mark for the subject. The scaled aggregate mark for a student may be different from the total marks initially awarded for individual assessable items in the subject as per 'Section 2: Standards' in CSU Academic Manual, G1.2 - Principles of Assessment at http://www.csu.edu.au/acad_sec/academic-manual/docs/g1-2.rtf which states: "the number of students who pass the subjects will normally decrease from PS through to HD" (section 2.1 a). **This means there will usually be more passes than credits, more credits than distinctions, more distinctions than high distinctions.**

Assessment Requirements

Students will be assessed in subjects on the basis of a combination of norm and criterion referencing with marks and grades being awarded by a combination of predetermined standards and the performance of other students in the subject. Subjects that have a satisfactory/unsatisfactory grading scale will be clearly spelt out in this Subject Outline.

For further information please consult the Academic Regulations of the Academic Manual http://www.csu.edu.au/acad_sec/academic-manual/gcontm.htm (http://www.csu.edu.au/acad_sec/academic-manual/gcontm.htm)

Presentation

Information on the presentation of your assignments is available on the Student Services Learning Skills website where you will find advice on presenting essays, reports, referencing and so on: <http://www.csu.edu.au/division/studserv/learning/index.html>
If there are specific requirements for individual assessment items they will be set out alongside the the assessment task in this Subject Outline.

Plagiarism

Charles Sturt University expects that the work of its students and staff will uphold the values of academic honesty and integrity. The Guide to Avoiding Plagiarism is an important resource that will help you understand these values and apply them in practice:

<http://www.csu.edu.au/division/studserv/learning/plagiarism/> (<http://www.csu.edu.au/division/studserv/learning/plagiarism/>)

Collaboration

Assessment tasks within this subject are expected to be each student's individual work.

Extensions

The subject coordinator may determine an allowance for extensions to complete and submit summative assessment items. **Note:**

- If it becomes obvious that you are not going to be able to submit an assignment on time because of an unavoidable problem, you must submit your request for an extension in writing (normally by email to the subject coordinator) prior to the due date.
- Approval for such requests is subject to any conditions determined by the subject coordinator in accordance with Faculty policy (<http://www.csu.edu.au/faculty/education/docs/regulations/assessment-guidelines.doc>).
- A request for an extension will not be automatically granted. A valid reason is required. For an extension of more than one week, you may need to supply supporting documentation.
- You must ensure that you submit your assignment by the time of any extended due date that the subject coordinator has allowed, otherwise it will be treated as a late assignment in the same way as if it was submitted without an extension after the published due date.

Online Submission

Assessment tasks can be submitted electronically to the CSU Assignment Section via EASTS (Electronic Assignment Submission Tracking System).

In order to access EASTS, click on the EASTS link in the menu bar on the left hand side. This will take you to the EASTS site where you are provided with step-by-step instructions to guide you through the online submission process. EASTS has a help function that will allow you to print out instructions to assist you in this process if required.

Note:

- A message will be sent to the email address, as recorded on the system under 'My Email', confirming the receipt of your assessment task via EASTS.
- A duplicate assignment cover sheet will be attached to the assessment task on

- receipt at CSU.
- Assessment tasks submitted electronically via EASTS will be returned, after marking, (in most cases) by post, not electronically.

Postal Submission

It is recommended that your name and your student number be included in the header or footer of every page of any assignment. Charles Sturt University has a centralised assignment receipt centre. Unless they are submitted electronically all assignments should be accompanied by a completed assignment cover sheet and mailed to the following address:

Assignment Section
Division of Learning and Teaching Services
Charles Sturt University
Locked Bag 600
Building 483, Nathan Cobb Drive
Wagga Wagga NSW 2678

The Assignment Section will record the receipt of your assignment on the computer system and date stamp it. It will then be forwarded directly to the marker. If you wish to confirm receipt of your assignment you can do so online through [my.csu \(http://my.csu.edu.au/\)](http://my.csu.edu.au/).

Hand Delivered Submission

Distance Education Students can lodge their assignments at any campus via the special assignment post box located outside the Division of Learning and Teaching Services on each campus. These boxes are cleared at 5 pm each week day.

The Assignment Section will record the receipt of your assignment on the computer system and date stamp it. It will then be forwarded directly to the marker. If you wish to confirm receipt of your assignment you can do so online through [my.csu \(http://my.csu.edu.au/\)](http://my.csu.edu.au/).

Faxed / Emailed Assignments

You should not submit via fax or email. Under extenuating circumstances contact your subject coordinator for options available to you.

Penalties for Late Submission

The Faculty of Education expects that students will submit their assignments on time. Late submission of an assignment where the student has not followed the procedures

outlined in Faculty of Education policy '4.2 Extensions on assessment items', will usually be subject to a penalty. **Note:**

- The due date for each assignment is the date by which it must be received at the University. If you choose to submit your assignment through the mail, then it is your responsibility to ensure that the assignment is posted in sufficient time to reach the University by the due date. Assignments submitted after the due date will not necessarily be dispatched within three weeks.
- Assignments submitted after their due date, or after any extended due date that has been approved, are likely to incur a penalty, according to the period of time overdue. Normally you should expect between 10 per cent and 50 per cent of possible marks to be deducted for assignments that are up to three weeks late, and for assignments not to be marked if more than three weeks late.
- If you experience a problem during the session that prevents you from studying for a prolonged period of time, you may apply for a Grade Pending (GP) by completing the appropriate form which you can obtain from Student Administration (<http://www.csu.edu.au/division/student-admin/>). Details of the regulations concerning GP grades can be found in section 7 of the Assessment Regulations (http://www.csu.edu.au/acad_sec/regulations.htm#2). If your subject coordinator agrees, due date(s) for outstanding assignments can be extended beyond the end of the session, with a substantive grade (Pass, Fail, etc.) awarded after these date(s). Please note that your application for GP status must be accompanied by full documentation.

Additional Assessment

This subject allows the award of Additional Assessment (AA) grades in accordance with CSU Assessment Regulation 8 and Faculty of Education policy. Students who have undertaken all assessment tasks and whose final mark for the subject is between 45 and 49 percent will be given the opportunity to undertake an additional assessment task. Successful completion of the additional assessment task will result in a pass grade for the subject.

Resubmission

The School of Information Studies does not in principle allow the resubmission of assignments. In exceptional circumstances, however, students may be permitted to resubmit an assignment at the discretion of the subject coordinator. Students are not entitled to seek to advance a passing grade through the resubmission of assignments.

Assignment Return

You should normally expect your marked assignment to be despatched to you within three weeks of the due date, if your assignment was submitted on time. If an assignment is submitted on time but not dispatched by the return date, you should make enquiries in the first instance to the subject coordinator. If the subject coordinator is not available, contact Student Services Support Central on 1300 734 654.

Feedback

Apart from the individual feedback provided on your assignments, your subject coordinator will post an overview of how the student cohort did as a whole on the subject forum.

Past exam paper(s)

This subject has no exam

Assessment Items

Item number	Title	Type	Value	Due date*	Return date**
1	Resourcing a curriculum area	Assignment	40%	06-Apr-2010	27-Apr-2010
2	Collection policy	Assignment	60%	17-May-2010	07-Jun-2010

* due date is the last date for assessment items to be received at the University

** applies only to assessment items submitted by the due date

Assessment item 1

Resourcing a curriculum area

Value: 40%

Due date: 06-Apr-2010

Return date: 27-Apr-2010

Length: 3000 words (+ or - 10%)

Submission method options

EASTS (online)

Post (option applies to DE & Offshore/Dubbo Tutorial only)

Task

Complete parts A and B and C and a reference list

Part A – Context and needs (approx. 750 words) (10 marks)

- Identify an aspect of the curriculum in a school with which you are familiar that is not adequately resourced by the school library, but where the situation can be appropriately addressed by the addition of ten new resources (this situation should be factual, if possible, but can be hypothetical if necessary).
- Provide a clear, pertinent overview of the chosen aspect of the curriculum, and clearly and analytically overview the nature of the resources needed to meet the

goals, support the content, and achieve the desired outcomes of the selected aspect of the curriculum.

- Provide a clear, pertinent overview of the school in which the selected aspect of the curriculum is to be taught, the student body who will be taught this area and the teacher or teachers who will teach it. Clearly and analytically identify any additional or alternate information/resource needs created by the characteristics of the school, the student body and the teachers.
- Provide a clear, pertinent overview of resources already available through or within the school library that are relevant to this aspect of the curriculum. Clearly and analytically identify how these resources fail to meet the needs of the chosen aspect of the curriculum and/or the further needs created by the characteristics of the school, the student body and the teachers.

The purpose of part A is to provide a clear, considered context for part B and to demonstrate your recognition and appreciation of the specific needs that determine the nature of the resources that should be provided.

Part B – Selection and acquisition processes and outcomes (approx. 1750 words) (25 marks)

- Drawing upon your studies for this subject, determine, apply, describe and justify the selection and (potential) acquisition processes employed to select and make accessible ten resources to appropriately resource the selected aspect of the curriculum within the context given in part A. These processes should clearly reflect the considered use of appropriate professional literature and a range of professional tools. Your selection processes should clearly identify and describe the use of any list of resources, bibliography, or collection of online resources drawn upon in selecting and acquiring the ten resources that was provided with, or already created for, the selected aspect of the curriculum. (15 marks)
- Clearly identify the ten resources by giving a bibliographic description of each item using the APA style you are using for referencing. At least six of the resources should be available online though no more than three resources should be websites. They may, for example, be digital learning objects, digital collections, e-books or e-journals. Clearly identify the sources where these resources can be currently accessed or acquired from and why these sources would be used. Clearly specify how these resources (individually or as a group) will adequately complete the resourcing of the selected aspect of the curriculum within the context given in part A. (10 marks)

The purpose of Part B is to provide you with the opportunity to clearly demonstrate the practical and theoretical knowledge and understanding you have acquired of the principles of selection and acquisition and the wide range of professional tools and resources available in this area.

Part C – Reflection (approx. 500 words) (5 marks)

- Discuss how completing this assessment task has established or extended your knowledge and understanding of needs assessment, selection, acquisition and the role and nature of school library collections. Outline the direction or directions you intend to take in maintaining and extending your knowledge and understanding of these areas when working as a teacher librarian.

Reference list

- You should provide a list of the professional literature and tools used in completing this assessment task. You do not need to list here the ten resources chosen to resource the selected aspect of the curriculum as you have already given their bibliographic information in part B.

Rationale

This assessment task gives you the opportunity to demonstrate your understanding of collection building, needs assessment, selection and acquisition (subject objectives 1-3 and part of 4). by applying the knowledge you have acquired through your studies to a pertinent practical situation The task requires you to reflect upon the importance of these steps in effectively resourcing a curriculum area.

Marking criteria

To achieve a pass standard in this assessment task you need to provide:

Part A

- a clear relevant overview of an appropriate aspect of the curriculum of a school which meets the set criteria;
- a considered and relevant overview of the selected aspect of the curriculum and a clear analysis of its information/resource needs;
- a considered and relevant overview of the school, students and teachers and a clear analysis of the information/resource needs arising from this context;
- a considered and relevant overview of the existing resources in the school library collection pertinent to the selected aspect of the curriculum and a clear analysis of the inadequacies of these resources in meeting the needs of the selected aspect of the curriculum and the context in which it is being applied.

Part B

- a considered analytical overview of the selection and acquisition processes employed, justifying their selection and application. The processes need to be relevant to the context given in part A and should be clearly identified;
- evidence of the considered use of a range of current and pertinent professional sources and tools in determining, applying, describing and justifying the selection and acquisition processes used;
- evidence of a sound understanding of the principles and practice of selection and acquisition;
- clear and appropriate bibliographic descriptions of the ten resources selected and (potentially) acquired;
- details of where these ten resources can be currently acquired or accessed from and why they should be accessed or acquired from these sources;
- an analysis of the ten selected resources which clearly demonstrates how they adequately resource, or complete the resourcing, of the selected aspect of the curriculum within the context given in part A.

Part C

- considered, clearly expressed, reflection on how undertaking this assessment task has developed your knowledge and understanding in these areas;

- your thoughts on strategies you would employ to continue your learning in this area as a teacher librarian.

Assessment item 2

Collection policy

Value: 60%

Due date: 17-May-2010

Return date: 07-Jun-2010

Length: 3000 words (+ or - 10%)

Submission method options

EASTS (online)

Post (option applies to DE & Offshore/Dubbo Tutorial only)

Task

Complete parts A, B and C

Part A - Context (approx. 750 words) (15 marks)

- Provide an analytical overview of a school library collection that you are familiar with. Also describe and analyse the roles of that collection and the changes that are being considered for, or made to, that collection. A relevant description and analysis of needs within the school that determine and shape the collection should be included under the roles of the collection. For example, needs arising from the nature of the school, the curriculum, teaching and learning programs, teachers and students. This situation should be factual, if possible, but can be hypothetical if necessary. This overview should contextualise, rationalise and justify the decisions within the new or revised collection policy you create in part B.
- Where there is an existing collection policy (probably titled Collection Development Policy or Collection Management Policy) in written form assess its appropriateness and weaknesses against the context provided above. The existing policy should be included as an appendix to part A. Where collection policy is unwritten, briefly describe collection practices in up to 500 words. Include this description as an appendix to part A, and assess these practices within part A. The appendix is not included in the word count.
- At the end of Part A give a list of references used and the appendix belonging to this part.

Part B - Collection policy (approx. 1750 words) (40 marks)

- Create or revise a collection policy for the school context given in part A. The new or revised policy should be a highly professional and well presented document. While the policy must be specific to the circumstances and needs of the given school context, your first purpose here is to complete an academic assessment task which clearly demonstrates what you have learnt through this subject and your

ability to apply that knowledge and understanding to a specific context in a pertinent manner.

- The policy will be comprised of policy decisions (and rationale where appropriate to clarify decisions). Procedures whose function is purely to indicate how policy decisions will be carried out should not be included in the policy. The decisions given should be pertinent to the online and physical resources and digital collections to be included in or accessed through the collection. Where the online resources and/or access to digital collections aspects of the collection are still at an early stage the decisions should give proposed directions and actions in addition to decisions on what is in place.
- The policy will comprise decisions on: the purposes, goals and nature of the collection; the types of resources to be included in the collection and the access to be provided to digital collections; funding the collection; the selection of resources; acquisition of resources; weeding of resources; evaluation of the collection; and how challenges to resources within or accessed through the collection will be responded to.
- Clearly demonstrate that a range of professional literature and professional tools were appropriately drawn upon in creating the revised policy. Building your policy from professional sources and relating them specifically and systematically to the school situation is generally a far more productive and successful approach than looking to amend collection policies created for different schools. Include a list of references at the end of the policy which clearly acknowledges the sources of ideas and materials drawn upon in writing/revising the collection policy.

Part C Reflection (approx 500 words) (5 marks)

- Discuss how completing this assessment task has established or extended your knowledge and understanding of the role and nature of school library collections, collection policy development and the areas for which you have created or revised policy decisions. Reflect on the processes you followed in evaluating the existing collection policy/practices and developing a new or revised collection policy. How might you improve your approach in the future?

Rationale

This assessment task requires you to demonstrate your knowledge and understanding of the areas covered by subject objectives 1 - 6 through the application of that knowledge and understanding to the circumstances of a particular school in creating a collection policy for that school.

Marking criteria

To achieve a pass standard in this assessment task you need to provide:

Part A

- a pertinent overview and analysis of the selected school library collection, the role of that collection, actual or projected change to that collection, and a sound assessment of the existing collection policy or collection practice which provides an adequate context and rationale for the collection policy in part B;
- pertinent appended documentation comprising the existing collection policy or summary of current collection practice which clearly relates to and supports your

assessment of that documentation.

Part B

A new or revised collection policy which is: specific to the context provided in part A and demonstrates a sound knowledge and understanding of the areas treated in this subject; is appropriately devised; soundly treat the required policy areas; appropriately and consistently incorporates online resources and digital collections; and adequately and appropriately draws on a range of professional sources.

Part C

- considered, clearly expressed, reflection on how undertaking this assessment task has developed your knowledge and understanding in these areas;
- your considered thoughts on how you might improve on the processes followed in assessing existing policy/practice and devising the collection policy.

Presentation and referencing

- clear, well organised and fluent presentation;
- appropriate referencing and list of references.

Support Services

Student Services Support Central

Website: <http://www.csu.edu.au/division/studserv> (<http://www.csu.edu.au/division/studserv>)

Online inquiry form: <http://www.csu.edu.au/division/studserv/helpform.htm> (<http://www.csu.edu.au/division/studserv/helpform.htm>)

Phone: 1300 734 654

Email: studenthelp@csu.edu.au (<mailto:studenthelp@csu.edu.au>)

A Guide to Learning at CSU (<http://www.csu.edu.au/division/studserv/guide/index.htm>)

provides essential information about navigating through the University, the available student support services, and includes useful tips and contact details.

Further enhance your student experience by participating in the *Student Life* (<http://interact.csu.edu.au/portal/site/StudentLife>) site.

Library Services

The Library website provides access to print and online material, such as books, reports, journals, articles, dissertations, newspapers, and other reference tools. You will also find

guides and assistance to help you use the Library's resources.

<http://www.csu.edu.au/division/library/> (<http://www.csu.edu.au/division/library/>)

Library Help

Answers to your frequently asked questions about Library services and resources are available at:

<http://www.csu.edu.au/division/library/how-to/faq/> (<http://www.csu.edu.au/division/library/how-to/faq/>)

Library skills tutorials

InfoSkills@CSU is a self-paced, interactive, online tutorial which teaches core research skills such as using library databases and the library catalogue. It incorporates a number of exercises and quizzes to test your understanding. It is modular and can be done in any order at any time. InfoSkills@CSU is located on the Library website (go to 'How to use the library' and 'Library skills tutorial') or can be accessed directly at:

<http://www.web-ezy.com/csuweb-ezy/> (<http://www.web-ezy.com/csuweb-ezy/>)

How to contact the Library

Phone: 1800 808 369 (free call from within Australia)

Online Ask A Question: <http://csu.altarama.com/reft100.aspx?key=Ask&ref=120>
(<http://csu.altarama.com/reft100.aspx?key=Ask&ref=120>)

Library Forum: http://forums.csu.edu.au/perl/forums.pl?forum_id=Library_Services_forum&task=frameset (http://forums.csu.edu.au/perl/forums.pl?forum_id=Library_Services_forum&task=frameset)

Library contacts: <http://www.csu.edu.au/division/library/about/contacts/> (<http://www.csu.edu.au/division/library/about/contacts/>)

Academic Learning Skills Assistance

Visit the learning skills website for advice about assignment preparation, academic reading and notetaking, referencing, and preparing for exams at:

<http://www.csu.edu.au/division/studserv/learning> (<http://www.csu.edu.au/division/studserv/learning>)

You can also contact an adviser through Student Services Support Central on the following number: 1300 734 654.

Queries regarding the content of this subject should be directed to your subject coordinator.

Policy and Procedures

Key Subjects

Passing a key subject is one of the indicators of satisfactory academic progress through your course. You must pass the key subjects in your course at no more than two attempts.

The first time you fail a key subject you will be 'at risk' of exclusion; if you fail a second time you will be excluded from the course.

To check whether this subject is a key subject for you, go to the Academic Progress Regulations: Key subjects for CSU courses website: <http://www.csu.edu.au/division/deanstud/academicprogress/keyssubjects.htm> (<http://www.csu.edu.au/division/student-admin/current/academic-progress/key-subjects.htm>)

University Policies and Regulations

Academic matters are defined by, and are subject to, Charles Sturt University policies and regulations. Your Subject Outline should be read in conjunction with all such academic regulations and policies, as some of these may affect the outcome of your studies.

Variations to Subject Outlines

Should it be necessary to change the content of the Subject Outline during a teaching session, it will be done in consultation with the Head of School and other support services of the University. You then will be notified of the changes in writing by the subject coordinator.

Variations to Assessment

Should it be necessary to vary the assessment in this subject, you will be notified in writing by the Subject Coordinator, or Subject Convenor where one is appointed. The variations to assessment include variations to the assessment tasks and/or assessment procedures for assignments, examinations and any other assessment task published in the Subject Outline. The variations will be communicated only after the Subject Coordinator or Subject Convenor has obtained approval from their Head of School. The overriding principle is that such changes will not disadvantage students and is made in accordance

with the Awards, Courses and Subjects policy ([Part L6.3 \(http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf), Section 1.4) of the Academic Manual.

Subject Evaluation Surveys

It is University policy that all subjects are evaluated every time that they are offered. The University's Division of Learning and Teaching Services administers surveys through the Online Evaluation Survey System. Staff in the faculties and schools value your feedback very highly and take account of your comments when reviewing learning and teaching in each subject. If you are interested in the details of any enhancements to this subject as a result of the latest survey, please contact the subject coordinator.

Surveys for each of the subjects you are enrolled in for this session will be available for you to complete for a period of 4 weeks from the last week of the teaching session. An email message will alert you to the availability of the surveys online.

Please complete the subject evaluation by following the link:

<http://online.csu.edu.au/evaluations/> (<http://online.csu.edu.au/evaluations/>)

Individual subject results are reported to the subject coordinator and Heads of Schools after grades have been submitted for each teaching session (except where subjects have one student the results are not reported to staff). The aggregated results for subjects are available within 3 weeks of the release of grades. They can be accessed online at:

http://www.csu.edu.au/division/landt/evalunit/evaluation_online.htm (http://www.csu.edu.au/division/landt/evalunit/evaluation_online.htm)

Special Consideration

Academic regulations provide for special consideration to be given if you suffer misadventure or extenuating circumstances during the session (including the examination period) which prevents you from meeting acceptable standards or deadlines.

Applications for special consideration must be submitted in writing and include supporting documentary evidence. Such applications should be sent to the Student Administration Office.

For further information about applying for special consideration please refer to [Part C3 - Special Consideration Regulations \(http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf) of the Academic Manual.

Assessment Regulations

The assessment practices of all University subjects are conducted in accordance with the University's [Assessment regulations \(http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf)

[docs/g1.rtf](#)).

Academic Conduct

The University expects that you, as a student, will be honest in your studies and research and that you will not do anything that will interfere with or frustrate the studies and research of other students. In particular, you are expected to:

- acknowledge the work of others in your assignments and other assessable work;
- not knowingly allow others to use your work without acknowledgment;
- report honestly the findings of your study and research; and
- use only permitted materials in examinations.

Details of expected academic conduct are provided in:

- the [Student Academic Misconduct Rule \(http://www.csu.edu.au/acad_sec/academic-manual/docs/g6.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/g6.rtf);
- the [Academic Progress regulations \(http://www.csu.edu.au/acad_sec/academic-manual/icontm.htm\)](http://www.csu.edu.au/acad_sec/academic-manual/icontm.htm);

Students are also expected to be responsible in the use of University facilities and resources and to abide by University rules concerning the Library and electronic resources.

- the [Rule of the Library \(http://www.csu.edu.au/division/library/about/policies/rule.htm\)](http://www.csu.edu.au/division/library/about/policies/rule.htm); and
- the [Code of Conduct for Users of Electronic Facilities \(http://www.csu.edu.au/adminman/tec/PER12.rtf\)](http://www.csu.edu.au/adminman/tec/PER12.rtf).

Copies of the Rule of the Library and Code of Conduct for Users of Electronic Facilities can also be obtained from the Library or the Division of Information Technology (DIT) Service Desk.

Penalties for breaching the above Rules and Code include suspension or exclusion from the University.

Students also have expectations of the University and of other students in the cooperative endeavour of studying. Details of these expectations are provided in the [Student Charter \(http://www.csu.edu.au/handbook/\)](http://www.csu.edu.au/handbook/).

Subject Outline as a Reference Document

This Subject Outline is an accurate and historical record of the curriculum and scope of your subject. University policies ([L6.3 – 1.3.8\(f\) \(http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf)) require that you retain a copy of the Subject Outline for future use such as for accreditation purposes.