Credit Hours: 3
Prerequisites: none
Classroom:
Day and hours of class meetings: Mondays, 4:10 – 6:40 p.m.

Instructor contact information:
Dr. Susan Freiband
Adjunct Faculty
Phone: 
E-mail: sjfreiband@hotmail.com
Office Hours: Mondays and Wednesdays, 2:00-4:00 p.m.

Course Description
Major topics include the collection development process; the collection development policy statement; the selection process, including selection criteria and tools; censorship and intellectual freedom; collection evaluation; weeding library collections; resource sharing, including intellectual property and copyright; maintenance, preservation and conservation of collections; the information industry and the book trade, publishers and publishing; acquisition of library resources, including purchasing, exchange programs, gifts and donations, legal deposit; use of vendors and suppliers; automation of acquisitions.

Instructional Methods
Focus on classroom discussion, exchange of ideas, formulation and answering of questions. Work in small groups, simulation exercises, visits to libraries, talks with practitioners in the field, observation and use of actual library collections for fieldwork assignments. No formal, written exams.

Required text: none


Reading materials: see section on “Bibliography”

Other materials: none
**Course goals:**
The purposes or goals of the course are:

1. To identify and explain the steps and responsibilities involved in the collection development process.
2. To identify and describe the basic aspects of acquisitions work, including the information industry and the book trade.
3. To identify and analyze factors, trends and changes impacting the field of collection development and acquisitions.
4. To identify and describe key professional knowledge, attitudes and skills important in this field today.
5. To demonstrate an understanding, appreciation and commitment to the professional ethics and values underlying collection development and acquisitions work in libraries.
6. To create an open, active, dynamic teaching and learning environment which emphasizes participation, sharing of ideas and collaborative effort.
7. To provide a useful, valuable professional development experience which can be applied in the practice.

**Goals for Student Learning**
Through participation in the course the student will demonstrate:

1. Knowledge of the important functions involved in the collection development process.
2. Knowledge of the key aspects of acquisitions work in libraries today.
3. Understanding and ability to analyze factors, trends and changes impacting collection development and acquisitions.
4. Key attitudes and skills important in the field of collection development and acquisitions.
5. Understanding, appreciation and commitment to the professional ethics and values underlying collection development and acquisitions work in libraries.
6. Ability to participate actively, share ideas, perspectives and collaborate effectively with fellow students.
7. Ability to use and apply knowledge, skills and attitudes acquired in the practice.

**Course requirements**

1. Regular, punctual attendance in class; active participation in discussions and class activities, including work in small groups.
2. Completing and turning in written assignments on time: library profile, collection development policy, selection tools bibliography, annotations and reviews, resolution of censorship case, collection evaluation plan, resource sharing activity, acquisitions’ tools bibliography.
3. Sharing and interchanging ideas; cooperating and collaborating with fellow students.
4. Asking questions when something is unclear or needs further explanation.
5. Offering suggestions and ideas about improving the dynamics of the course.
6. Actively reflecting upon and evaluating the course experience.
Expectations and policies

Academic honesty: See University policy statements (online).

Other policies or expectations: See “Course requirements” section above.
Prefer no cell phone use in class.
Prefer turning in assignments in hard copy form.

Campus resources for student support:
Use of library and information science resources, part of main library collections.

Accommodations for students with disabilities.
See Disability Support Services (202-319-5211, room 207, Pryzbyla Center); University services and policies (http://disabilitysuppport.cua.edu)

Assessment
Criteria used for evaluating written and oral assignments include:
1. Comprehension of the topic or area under study, reflected in the content of the work (complete and correct).
2. Inclusion of information relevant to the assignment, following instructions.
3. Ability to communicate ideas clearly, logically, in a well organized, rational and interesting manner; easily read and understood.
4. Evidence of use of critical thinking, analysis, reflection, creativity.
5. Evidence of careful editing; free from grammatical errors; visually clear and easy to follow.

University grades:
See http://policies.cua.edu/academicgrad/gradesfull.cfm#iii

Course Schedule

1. Orientation and introduction to the course, course expectations, August 25
2. The concept of collection development; steps in the process; relationships, responsibilities, Sept. 8
3. The collection development policy statement, Sept. 15
4. The selection process, selection criteria, Sept. 22
5. Selection tools, Sept. 29
6. Censorship and intellectual freedom, Oct. 6
7. Collection evaluation, Oct. 20
8. Weeding collections, Oct. 27
9. Resource sharing, including intellectual property and copyright, Nov. 3
10. Collection maintenance, preservation, conservation; the information industry and book trade (overview), Nov. 10
11. Bookstores, publishers, publishing, Nov. 17
12. Acquisitions, introduction and overview; exchange programs, gifts and donations, legal deposit, Nov. 24
13. Purchasing library materials, use of vendors and special plans, Dec. 1
14. Automation of acquisitions; conclusions, Dec. 8
Bibliography (Selected, relevant book titles, published from 2000):


Alire, C., ed. DISASTER PLANNING AND RECOVERY HANDBOOK. N.Y., Neal Schuman, 200.


