Credit Hours: 3 hours

Prerequisites: None

Classroom: Marist 109
Saturdays from 12:30 to 3:00 p.m.

Instructor contact information:
Mary Agnes Thompson, MLS, MBA
Coordinator of Collection Development
Librarian for Business & Economics, Social Work, and Sociology
The Catholic University of America
124 Mullen Library
202 319-6421
thompsom@cua.edu (note the “m” in thompsom)

Office hours: by appointment, or before or after class in Marist

Course Description: Principles and practices in selecting, evaluating, and managing collections in all types of libraries and information formats. Survey of factors affecting collection building: institutional goals, user characteristics and needs, the publishing industry, special characteristics of materials in particular subject fields, formats and genres. Consideration of such topics as collection development policies, resource sharing, and digital collections.

Instructional Methods: Class time will be devoted to lecture, class discussion, exercises, and guest lecturers who bring specific expertise to a topic. We will also use CUA’s Blackboard [http:bb8.cua.edu]. Students are expected to monitor the Blackboard course account regularly for announcements concerning the course.


Additional Readings: In addition to the text, each week there will also be required readings. Most are noted in this syllabus (along with links to the web site or article), but occasionally
additional timely readings may be posted on Blackboard before the class session. I will notify the class on Blackboard when this happens.

**Libraries:** The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs is at [http://libraries.cua.edu/welcome.html](http://libraries.cua.edu/welcome.html).

**Course Goals:** The 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 and selection, including the information industry and the book trade, and collection management.
3. To identify and analyze factors, trends and changes impacting the field of collection development.
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 selection 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 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 collection management 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.
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 course.

**Course Requirements:** There are no examinations in this course. Course projects will be as follows:

1) Two homework assignments (5%, 5%) designed to provoke classroom discussion. They will be graded pass/fail, but with the usual deductions (below) for lateness.

2) Project on book reviewing (15%).

3) Developing a collection development policy (25%) and class presentation (5%). As collection policies are usually developed by a committee, this will be a group project. Groups will be assigned during the 4th class.
4) Case study recommending a policy decision relating to collection development (15%). This is based on a real-time pending decision at the CUA Libraries and your individual recommendations will be taken into account in making the final decision.

5) Research/opinion paper (5-7 pages) on open access, which is a current topic of importance to collection development and the profession in general. Leading a short (10-15 minute) discussion of your findings in class (no slides needed) and distribution of a summary of your findings (not the entire paper) to your fellow students for future reference. The instructor will collect the complete paper for grading. The instructor will provide an introduction to open access on October 9, and by the following week students should propose exploring an aspect of the topic that is of interest to them. I will discuss this project further in class. You may consult the library and other scholarly literature, as well as association web sites, newspaper articles, press releases, and blogs, which are often lively and interesting on this topic, and sometimes extremely useful. This paper is not intended to be a slog; it is intended to be fun, interesting, and inspire a good discussion in class. (20%)

6) Class participation. (10%)

**Expectations and policies:**

**Academic honesty:** Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication. The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from [http://policies.cua.edu/academicundergrad/integrityprocedures.cfm](http://policies.cua.edu/academicundergrad/integrityprocedures.cfm)): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm) and [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm).

**Other Policies or Expectations.**

**E-mail:** For any email communication, please include LSC 641 as the first part of the subject line, so that I can readily identify your email. I will do my best to get back as quickly as possible during weekdays.

**Phone:** Please pronounce your name (and number, if you would like a callback) slowly and distinctly into the answering machine. My office phone sometimes has difficulty catching
messages with background noise, such as traffic. I will do my best to get back as quickly as possible during weekdays.

**Assignments:**

**Spelling and grammar.** Please don’t be offended if I mark up occasional misspellings or grammatical errors on your papers. I have copy edited many papers and am a stickler for correct spelling. I will not subtract points, except if a profusion of errors results in a less than professional product.

**Style guide.** You may use any style guide (Chicago, Turabian, APA, MLA, etc.) with which you are familiar, providing there is consistency within each assignment.

**Timeliness.** All assignments are due at 12:30 p.m. on the day of class. Students should submit one copy of the assignment to me on the due day and retain one copy for class discussion, if applicable. In the event of an emergency, if you cannot attend class, assignments are due in my email (thompson@cua.edu) at 12:30 p.m. on the day of the class. 10% of the grade for the assignment will be forfeited for every 24 hours or part thereof that the assignment is late. Please plan ahead; in fairness to others, there are no exceptions.

**Attendance.** Attendance will be reflected in the mark for class discussion. If for any reason a student must miss a class, the student is responsible for obtaining any notes he or she may have missed. If there are slides for a class, the instructor will post them in Blackboard after the class. I am sure this goes without saying, but out of politeness to your fellow students (and to the instructor and any guest speakers) please refrain from cell phone calls, texting, surfing the web, and email during class. There will usually be a short break about halfway through the class.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

**Assessment**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework #1</td>
<td>5%</td>
<td>September 18, 2010</td>
</tr>
<tr>
<td>Book Review Project</td>
<td>15%</td>
<td>September 25, 2010</td>
</tr>
<tr>
<td>Homework #2</td>
<td>5%</td>
<td>October 2, 2010</td>
</tr>
<tr>
<td>Case Study</td>
<td>15%</td>
<td>October 23, 2010</td>
</tr>
<tr>
<td>Reference/Opinion Paper</td>
<td>20%</td>
<td>November 6, 2010</td>
</tr>
</tbody>
</table>

Class discussion 11/6 and 11/13
Collection Development Policy 30% (Group Grade)  December 11, 2010
Class presentations 12/11

Class Discussion 10% Throughout

Grading

Point totals converted to letter grades:
A: 94 – 100
A-: 90 - 93.99
B+: 86 - 89.99
B: 82 - 85.99
B-: 78 - 81.99
C: 70 - 77.99
F: Below 70

University grades:
The University grading system is available at
http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.
Reports of grades in courses are available at the end of each term on

Syllabus changes: The instructor reserves the right to make changes to this syllabus and
schedule. Nothing in this syllabus may be construed as a contract.

Acknowledgements: This syllabus builds upon and modifies previous syllabi for the course as
taught at SLIS for several years. I am particularly indebted to Dr. Kimberly Kelley, my
predecessor in teaching this course, for giving me permission to use some of her instructional
materials, as appropriate.

Course Schedule

Part I: September 4- October 30, 2010
The Nuts and Bolts of Collection Development and Management

September 4, 2010
Introduction to the Course; Outline of Collection Development; The Book Review Process

Required Readings:
Text: Evans/Saponaro Chapter 4, Selection Process in Practice. pp. 69-94

http://www.ala.org/ala/mgrps/divs/acrl/publications/choice/seletionpolicy/selctionpolicy.cfm
2. Information for Reviewers (one page): 
   http://www.ala.org/ala/mgrps/divs/acrl/publications/choice/inforeview/reviewers.cfm
   Louisville, CO: DaVinci Institute. 
   no. 5 (May 5, 2003). 

**September 11, 2010**

**The Publishing Industry: Books; The Book Acquisitions Process**

Required Readings:
Text: Evans/Saponaro  
Chapter 5, Producers of Information Materials, pp. 99-117  
Chapter 10, Acquisitions Processing, pp. 235-246

http://www.ala.org/ala/issuesadvocacy/proethics/explanatory/acquisitions.cfm
2. Arizona State Library, Archives and Public Records  
(last updated 2007?). *Acquisitions*. [A nice overview of the acquisitions process.]
   http://www.lib.az.us/cdt/acquis.aspx
(skim all the sections)  
http://libstaff.mit.edu/colserv/seracq/claiming.php

**September 18, 2010**

**The Publishing Industry: Serials, Printed and Electronic; Databases and Vendors**

Required Readings:
Text: Evans/Saponaro  
Chapter 6, Serials-Print and Electronic pp. 120-146  
Chapter 7, Other Electronic Materials, Selection Issues, pp. 163-169

   In *Proceedings of the 138th Annual Meeting, ARL, May 23-25, 2001*. [A seminal publication, much cited since.] It’s a long article; you may want to take a few weeks to read it, but it’s very interesting and offers excellent insight into the current serials crisis in scholarly publishing. 
   http://www.arl.org/resources/pubs/mmproceedings/138guedon.shtml
   Oxford: Chandos. [Open access, journal profits, new trends] 
   http://eprints.rclis.org/16283/1/Summary_and_Conclusions.pdf
September 25, 2010
Collection Development Policies; Intellectual Freedom and Censorship

Required Readings:
Text: Evans/Sapanaro
Chapter 3, Collection Development Policies, pp. 49-66
Chapter 10, Censorship, Intellectual Freedom, pp. 410-424

2. ALA (n.d.). Intellectual Freedom Statements and Policies. [Scan the page to see what’s there.] http://staging.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm
http://staging.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm#torture

October 2, 2010
Collection Development in Different Types of Institutions (Guest Speaker/s)

No required readings this week (although you may wish to look at the suggested supplemental readings). This is an opportunity to begin your major projects.

October 9, 2010
Selecting Books and Journals; Approval Plans (Introduction); Open Access (Introduction)

Required Readings:
October 16, 2010
Approval Plans (Guest Speaker); Vendor Relations; Funding for Collections; Google books

No required readings this week.

October 23, 2010
Collection Evaluation; Using Statistics to Analyze Use; Weeding

Required Readings:
Text: Evans/Saponaro Chapter 14, Evaluation, pp. 314-334
      Chapter 13, Weeding, pp. 295-310

1. Klopfer, Karen (2000). Western Massachusetts Regional Library System. _Weed it!_
   http://www.wmrls.org/services/colldev/weed_it.html

October 30, 2010
Preservation; Digital Preservation (Site Visit and Guest Speaker); Copyright
(Introduction)

Required Readings:
Text: Evans/Saponaro Chapter 16, Protecting the Collection, pp. 357-376

Part II: November 6-December 11, 2010
Current Issues in Collection Development

November 6, 2010
Copyright (Guest Speaker); Class Discussion on Current Topics

Required Readings:
Text: Evans/Saponaro Chapter 17, Legal Issues, pp. 385-402

1. ALA (2001). _Interlibrary Loan Code for the United States._
   http://www.ala.org/Template.cfm?Section=InterLibrary_Loan&template=/ContentManagement/ContentDisplay.cfm&ContentID=31579
   http://ala.org/ala/mgrps/divs/rusa/resources/guidelines/interlibraryloancode.cfm
3. Catholic University of America, Office of General Counsel. *Copyright* (2010). [Scan for general overview. The CUA Office of General Counsel has won awards for its copyright information web site.]  
http://counsel.cua.edu/copyright/index.cfm

http://dx.doi.org/10.3998/3336451.0007.103

http://www.utsystem.edu/OGC/Intellectualproperty/l-108g.htm

http://www.utsystem.edu/ogc/intellectualProperty/rsrvguid.htm

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**November 13, 2010**

Licensing; Electronic Resources Management Systems (Guest Speaker); Class Discussion on Current Topics

Required Readings:
http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1364/1283

**November 20, 2010**

Cooperative Collection Development; Evolving Formats and Processes: E-books; Print on Demand; Patron-Driven Access

Required Readings:
Text: Evans/Saponaro Chapter 15, Resource Sharing, pp. 339-352

**December 4, 2010**

Digital Repositories; Other Topics

No required readings.

**December 11, 2010**

Presentations: Collection Development Policies
Supplementary Readings:

**September 4, 2010**
The Book Review Process


http://www.midwestbookreview.com/bookbiz/advice/system.htm


http://www.library.dal.ca/How/Guides/BookReview/


**September 11, 2010**
The Publishing Industry: Books; The Book Acquisitions Process

Bowker (2010). *Frequently Asked Questions about the ISBN.*


Lynch, Clifford (2001). *The Battle to Define the Book in a Digital World.* First Monday Vol. 6, No. 6, June 4, 2001. [A long but seminal article that touches on e-books, the publishing industry, intellectual rights management, and preservation of intellectual content into the future.]


**September 18, 2010**
The Publishing Industry: Serials, Printed and Electronic; Databases and Vendors

**Library Journal Price Surveys, 2006-2010**


http://www.libraryjournal.com/article/CA6725256.html


http://www.libraryjournal.com/article/CA6651248.html


http://www.libraryjournal.com/article/CA6547086.html


http://www.libraryjournal.com/article/CA6431958.html
http://www.libraryjournal.com/article/CA6321722.html

September 25, 2010
Collection Development Policies; Intellectual Freedom and Censorship

http://www.aallnet.org/sis/tsis/committees/acquisitions/collectiondevelopmentpolicies/
American Library Association (last revised November 2000). *Guidelines and Considerations for Developing a Public Library Internet Use Policy.*
http://www.ala.org/Template.cfm?Section=otherpolicies&Template=/ContentManagement/ContentDisplay.cfm&ContentID=78185
http://www.dartmouth.edu/~cmdc/bibapp/cdpguide.html
Mid-Hudson Library System (last updated August 2010). Sample *Public Library Policies & Development Tips.* [Includes collection development policies.]
http://midhudson.org/department/member_information/library_policies.htm#challenge
http://www.librarylaw.com/Intellectual.html
http://www.ocl.org/ore/6intro.htm [intellectual freedom]
Parents Against Bad Books in Schools (last updated 2007?) [Fairfax County. Includes examples of passages in books found in local school libraries to which PABBIS objects.]
http://www.pabbis.com/

October 2, 2010
Collection Development in Different Types of Institutions


October 9, 2010

**Selecting Books and Journals; Approval Plans (Introduction); Open Access**


October 16, 2010

**Approval Plans; Vendor Relations; Funding for Collections; Google books**


October 23, 2010

**Collection Evaluation; Using Statistics to Analyze Use; Weeding**


October 30, 2010
Preservation; Digital Preservation

http://www.library.cornell.edu/iris/tutorial/dpm/eng_index.html
http://www.dlib.org/dlib/july04/lavoie/07lavoie.html
National Library of Australia (n.d.). Preserving Access to Digital Information. [Links to an incredibly wide array of organizations and resources, internationally.]

November 6, 2010
Copyright

http://www.arl.org/pp/ppcopyright/copyresources/copytimeline.shtml
http://www.unc.edu/~unclng/public-d.htm

November 13, 2010
Licensing; Electronic Resources Management Systems (ERMS)

http://www.library.yale.edu/~llicense/index.shtml

November 20, 2010
Cooperative Collection Development; Evolving Formats and Processes: E-books; Print on Demand; Patron-Driven Access

December 4, 2010 Digital Repositories; Other Topics