CLSC 641 Collection Development
Fall 2011

Credit Hours: 3 hours

Prerequisites: None

Classroom: Marymount Ballston Center Room 609

Instructor contact information:
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Office hours: by appointment before or after class

Course Description: Principles and practices in developing 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 and management 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.


Additional Readings: See “Course Requirements” below, #1.

Libraries: The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs is at 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 develop 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. Grades will be based on the following:

1) Two research assignments (10%, 10%) designed to augment assigned reading. Students will be asked to choose two subjects covered by the course and find and present recent articles on each. They will be graded pass/fail.

2) Writing 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 2nd class.

3) Writing a collection management policy (25%) and class presentation (5%). As collection policies are usually developed by a committee, this will be a group project. Groups will be the same as those for the collection development policy.

4) Class participation. (20%)

**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.

**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.

**Assignments:**

- **Spelling and grammar.** To nurture professionalism, I will expect correct spelling and grammar in all written assignments. A modest number of mistakes will be forgiven, but too many will result in a downgrading of your work.

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

- **Timeliness.** Although I will consider emergency situations, assignments not submitted on time will be downgraded.

**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.

**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.

**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 http://cardinalstation.cua.edu.

**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.

**Course Schedule**

**August 29, 2010**

**Introduction to the Course; Outline of Collection Development**

Required Readings:
Text: Johnson, Chapter 1, Introduction to Collection Management and Development. pp. 1-32

**September 12, 2010**

**The Various Rolls for Librarians in Collection Development and Management**

Required Readings:
Text: Johnson, Chapter 2, Organization and Staffing, pp. 33-65

**September 19, 2010**

**Getting the Big Picture, and Managing the Processes**

Required Readings:
Text: Johnson, Chapter 3, Policy, Planning, and Budgets, pp. 66-102

**September 26, 2010**

**Selection and Acquisition**
Required Readings:
Text: Johnson, Chapter 4, Developing Collections, pp. 103-150


October 3, 2010
**Caring for and Grooming the Collection**

Required Readings:
Text: Johnson, Chapter 5, Managing Collections, pp. 151-191

October 17, 2010
**Outreach as Customer Awareness**

Required Readings:
Text: Johnson, Chapter 6, Marketing, Liaison, and Outreach Activities, pp. 192-224

October 24, 2010
**Knowing your Strengths and Weaknesses**

Required Readings:
Text: Johnson, Chapter 7, Collection Analysis: Evaluation and Assessment, pp. 225-263

October 31, 2010
**Beyond Your Collection**

Required Readings:
Text: Johnson, Chapter 8, Cooperative Collection Development and Management, pp. 264-303

November 7, 2010
**The Future of Information**

Required Readings:
Text: Johnson, Chapter 9, Scholarly Communication, pp. 304-336

November 14, 2010
**Guest Speaker: Vendor Product Demonstration**

Proquest Information Services

November 21, 2010
**Guest Speaker: Vendor Product Demonstration**
EBSCO Information Services

November 28, 2010
Guest Speaker: Vendor Product Demonstration

OCLC Collection Analysis

December 5, 2010
Presentations: Collection Development Policies

December 12, 2010
Presentations: Collection Management Policies