Libraries are not made; they grow. -- Augustine Birrell, in *Obiter Dicta* (1887)

**Credit Hours:** 3

**Prerequisites:** 553 or 557

**Course Location/Day & Time**: Aquinas Hall 108, Saturday 12:30 PM - 3:00 PM

**Course Web Tools:** Blackboard, Edmoto.com

*This course is offered as part of the university’s Online & Weekend Learning program (OWL).*

*Face-to-face class sessions will be offered once a month with the rest of the course delivered online.*

*The face-to-face classes will be held Sept. 8, Oct. 13, Nov. 3 and Dec. 1.*

**Instructor contact information:**

Robin Chin Roemer
Communication Librarian @ American University
chinroemer@cua.edu
Office hours by request, before/after class or online (e.g. Skype, Adobe Connect, etc.).

**Course Description**

Principles and practices in selecting, evaluating, and managing collections in all types of libraries and information formats. Survey of all aspects of collection building including: 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 tools, collection development policies, resource sharing, and digital collections.

**Instructional Methods**

Face-to-face class meetings will be devoted to a combination of brief instructor lectures, in-depth class discussions, individual and group exercises, and topical presentations by guest speakers and enrolled students.

Between face-to-face meetings, instruction will take place online, via the course’s official CUA Blackboard site and the course’s Edmoto group site. Online instruction will include recorded lectures, class discussion board activity, Edmoto posts, and independent student exercises.

Students are expected to check the course’s Blackboard and Edmoto sites regularly and frequently for announcements, course and syllabus announcements, and other essential course activity.
Required Text


Other Required Readings

Due to the ever-changing nature of the field of collection development, there will often be required readings for this course in addition to indicated chapters from the Johnson text. Additional readings will be indicated each week on the course Blackboard/Edmoto sites, and will be available online through either e-reserves or freely accessible web links.

On occasion, new readings may be added to the syllabus in response to current events or evolving class discussion. Should changes of this nature occur, an announcement will be sent to the class through Blackboard/Edmoto, along with clear directions for accessing the reading(s).

Required Technology

Because of the primarily online nature of this course, students will need regular access to a computer and valid Internet connection in order to complete the assignments outlined on the syllabus, such as regular Blackboard discussion posts. Please note that CUA students have access to numerous general computing labs on campus (see http://computing.cua.edu/start/findalab.cfm).

It is also required that students establish a reliable method for backing up their electronic data for the duration of the semester. Common methods for this include free services such as e-mail storage or DropBox, as well as the use of specific computer hardware (e.g. flash drives or external hard drives). Whatever your method, please remember to save your work as you go!

Course Goals

The purposes or goals of the course are:

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

Over the course of the semester, the student will demonstrate:

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

Course Requirements

**Weekly Participation** (25%). Students are expected to contribute regularly and actively to class discussions, exercises, and presentations in order to facilitate an open and stimulating learning environment, both online and in the classroom. Participation online includes but is not limited to weekly discussion posts and responses to classmates’ discussion posts. Participation in-class includes timely attendance, engagement in peer conversations, and completion of class activities.

**Discussion Leader Post** (5%). Students will be asked to sign up to be an online “discussion leader” for one week in the semester, during which time they will be responsible for crafting a 300+ word online post that summarizes/analyzes the major readings for the week, and posits at least two thoughtful questions for further class discussion. Leaders are also responsible for monitoring classmates’ subsequent online posts and responding as appropriate. Discussion leader posts are due online by Sunday evening of each week at 11:45pm.

**Reading Response Papers** (10%, 10%). For the first reading response paper, students will choose an item from a provided list of current readings in collection development and write a 3-page paper summarizing, analyzing, and responding to its major arguments. Students will also turn in a separate one-page annotated bibliography of 3-5 “Related Readings,” which they will identify through scholarly research. For the second response paper, students will choose their own current reading in collection development, which will help them prepare for their end-of-semester Collection Management Research Project.

**Collection Development Policy** (25%). Students will work in groups of 2-3 to write a carefully constructed collection development policy for real or fictitious library setting. Groups will be assigned on the day of the first on-campus course meeting.

**Collection Management Research Project** (25%). Students will work individually or in small groups to complete this research project on a current issue, problem, or “hot topic” in the field of collection management. Topics must be approved by the instructor in advance, but may draw from ideas originally explored in other course assignments, discussions, or readings. Options for the final project components will be introduced later in the semester, but will always include a bibliography to reflect related research.
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).

**Attendance and punctuality:** Because this class only meets face-to-face on four occasions, attendance on those dates is essential, and will only be excused in exceptional cases, supported by appropriate documentation. Likewise, both attendance and punctuality will be reflected in the mark for weekly class participation. Punctuality is also an expectation for online “attendance” – meaning posts and peer responses. If for any reason a student must miss all or part of a face-to-face 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.

**Politeness and civility:** The English writer Mary Worthley Montagu once wrote that “civility costs nothing, and buys everything.” While I hope it goes without saying, please know that I fully expect you to be civil and polite when interacting with your peers, guest speakers, and even the authors of the course readings. This does not mean you cannot voice your opinions or disagree with the opinions of others. It does, however, mean that you should refrain from personal attacks during class discussion, that you should refrain from purposefully distracting others during class meetings, and that you should avoid the use of unrelated technologies during class time (e.g. cell phones, personal email, etc.).

**Food and drink.** Outside food and drink are allowed during face-to-face class meetings, but must be limited to items that are in closed containers or are otherwise packaged in ways that will not create messes or distract from class activity. As a courtesy to others, please make sure to dispose completely of any food or drink-related trash before you leave the classroom.
Other Policies or Expectations.

**Email & phone communication.** Information overload is something with which we all struggle – particularly when it comes to daily email. For this reason, when emailing me in the context of this class, please include “LSC 641” as the first part of the subject line so that I can readily identify you and your message. Likewise, for phone communication, please be sure to clearly identify your name, the title of this course, and (if so desired) a callback number where you can be reached. I will do my best to get back as quickly as possible.

**Assignment spelling & grammar.** Correct spelling and grammar part of writing quality and important indicators of LIS professionalism. I expect correct spelling and grammar in all written assignments, particularly major papers and projects. A modest number of mistakes will be forgiven, but too many will result in points subtracted from your work.

**Style & formatting.** Papers turned in for this class should be double-spaced, in 12 point Times New Roman font (or similar-sized font), and formatted with 1” margins. For citations, you may use any style with which you are familiar (Chicago, APA, MLA, etc.) – but please be consistent within each assignment. A good resource for style and formatting help is the Purdue Online Writing Lab (OWL) website.

**Late work.** Course work is considered late when it is delivered online more than 15 minutes passed deadline, or when it is handed in more than 15 minutes after an in-class collection. Online discussion posts on a current week’s readings will not be accepted for late participation credit, although students are welcome to post on topics after deadline as part of enhancing the general course environment. Major written assignments will be accepted late, but will be penalized at a rate of 15% per day, for up to a maximum of four days. Students who anticipate late work for any reason must contact the instructor in advance of the deadline in order to be considered for an extension, which may or may not be granted.

**Campus Resources for Student Support**

**General support services:** There are many excellent services available through the university to encourage and support your academic and personal success. They include but are not limited to the following:

* CUA Libraries: [http://libraries.cua.edu/](http://libraries.cua.edu/) or 202-319-5070 or contact a specific librarian.
* Writing Center: [http://english.cua.edu/wc/](http://english.cua.edu/wc/) or 202-319-4286 or visit 111 O'Boyle Hall
* Counseling Center: [http://counseling.cua.edu/](http://counseling.cua.edu/) or 202-319-5765 or visit 127 O'Boyle Hall
* Career Services: [http://careers.cua.edu/](http://careers.cua.edu/) or 202-319-5623 or visit 127 Pryzbyla Center

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me 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](http://disabilitysupport.cua.edu).
Assessment

Assessment for this class is based on a points system, with one point equivalent to 1% of the final course grade. Thus an assignment worth 25% of the final course grade will be scored at a value of 25 points. At the end of the semester, point totals will be converted to letter grades as follows:

A: 94 – 100
A-: 90 - 93.9
B+: 86 - 89.9
B: 82 - 85.9
B-: 78 - 81.9
C: 70 - 77.9
F: Below 70

University grades:

The University grading system is available for undergraduates at [http://policies.cua.edu/academicundergrad//gradesfull.cfm#II](http://policies.cua.edu/academicundergrad//gradesfull.cfm#II) and for graduate students at [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](http://policies.cua.edu/academicgrad//gradesfull.cfm#iii). Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).

Bibliography

Useful scholarly journals for this course include, but are not limited, to the following:

- Collection Building
- Collection Management
- Journal of Academic Librarianship
- Library Collections, Acquisitions, & Technical Services
- Reference & User Services Quarterly
- Serials Librarian
- Serials Review

Course Schedule*

*Please check the online version of the course syllabus for updated information on e-readings & leaders.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Readings Due</th>
<th>Assignments / Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Aug. 27 – Sept. 1</td>
<td><strong>Welcome to the Course</strong> &lt;br&gt; Course syllabus &lt;br&gt; Begin Johnson, Chapters 1 &amp; 2 (below)</td>
<td><strong>Sign up:</strong> for Edmoto.com / Edmoto group</td>
</tr>
<tr>
<td>Week 2: Sept. 2 – Sept. 8</td>
<td><strong>Developing Collections</strong> &lt;br&gt; Johnson, Chapters 1 &amp; 2, Intro to &lt;br&gt; Collection Management &amp; Development; Organization &amp; Staffing</td>
<td><strong>Discussion Post:</strong> Course Introductions &lt;br&gt; <strong>Thread leader:</strong> None &lt;br&gt; <strong>Topic Due:</strong> for Article Response #1 &lt;br&gt; Sat. 9/8 @ 11:59pm (online)</td>
</tr>
</tbody>
</table>
| Week 3: Sept. 9 – Sept. 15 | Developing Collections.  
Johnson, Ch. 3: Policy, Planning & Budgets.  
*Reading from e-reserves* | Discussion Post: Developing Collections 1  
*Thread leader(s): TBA* |
| Week 4: Sept. 16 – Sept. 22 | Developing Collections  
Johnson, Ch. 4: Developing Collections  
*Reading from e-reserves* | Discussion Post: Developing Collections 2  
*Thread leader(s): TBA*  
**Assignment Due:** Reading Response #1  
Sat. 9/22 @11:59pm (online) |
| Week 5: Sept. 23 – Sept. 29 | Managing Collections  
Johnson, Ch. 5: “Managing Collections”  
*Reading from e-reserves* | Discussion Post: Managing Collections 1  
*Thread leader(s): TBA*  
**Topic Due:** for CD Policy Paper  
Sat. 9/29 @ 11:59pm (online) |
| Week 6: Sept. 30 – Oct. 6 | Managing Collections  
Johnson, Ch. 6: “Marketing, Liaison, and Outreach Activities”  
*Reading from e-reserves* | Discussion Post: Managing Collections 2  
*Thread leader(s): TBA* |
| Week 7: Oct. 7 – Oct. 13  
*Columbus Day holiday, 10/8  
*Face-to-Face #2 on Oct. 13* | Managing Collections  
*Reading from e-reserves* | **Assignment Due:** CD Policy Paper  
Sat. 12/1 @11:59pm (online or in-class)  
*In-Class Exercise: Course Check-In* |
| Week 8: Oct. 14 – Oct. 20 | Special Topics & Formats  
Johnson, Ch.7: “Collection Analysis”  
*Reading from e-reserves* | Discussion Post: Special Topics 1  
*Thread leader(s): TBA*  
**Topic Due:** for Reading Response #2  
Sat. 10/20 @ 11:59pm (online) |
| Week 9: Oct. 21 – Oct. 27 | Special Topics & Formats  
Johnson, Ch. 8: “Cooperative Collection Development & Management”  
*Reading from e-reserves* | Discussion Post: Special Topics 2  
*Thread leader(s): TBA* |
| Week 10: Oct. 28 – Nov. 3  
*Face-to-Face #3 on Nov. 3* | Special Topics & Formats  
Johnson, Ch. 9: “Scholarly Communication”  
*Guest: Rachel Borchardt (Librarian, AU)* | **Assignment Due:** Reading Response #2  
Sat. 12/1 @11:59pm (online or in-class)  
**Topic Due:** for Final Research Projects  
Sat. 11/3 @ 11:59pm (online) |
| Week 11: Nov. 4 – Nov. 10 | Special Topics & Formats  
*Readings from e-reserves, TBA* | Discussion Post: Special Topics 3  
*Thread leader(s): TBA* |
| Week 12: Nov. 11 – Nov. 17 | Future of Collection Development  
*Readings from e-reserves, TBA* | Discussion Post: Future of Collection Dev.  
*Thread leader(s): TBA* |
| Week 13: Nov. 18 – Nov. 24  
*Thanksgiving recess, 11/22-23* | Future of Collection Development  
*Video/Audio: online interviews* | Discussion Post: Final Project Abstracts  
*Thread leader: None* |
| Week 14: Nov. 25 – Dec. 1  
*Face-to-Face #4 on Dec. 1* | Final Project Presentations | **Assignment Due:** Final Collection Management Research Project  
Sat. 12/1 @11:59pm |
| Week 15: Dec. 2 – Dec. 8  
*Feast of the Immaculate Conception, 12/8* | Conclusions | Discussion Post: Course Reflection  
*Thread leader: Instructor* |