

THE CATHOLIC UNIVERSITY OF AMERICA
School of Library and Information Science
LSC 608: Collection Development
Spring, 2009
Graduate Syllabus

3 credit hours

Prerequisites: none

Classroom: Aquinas Hall Room 108

Six (6) Thursdays 1/15, 2/12, 2/26, 3/12, 4/2, and 4/23 from 4:10-6:40pm.

The other weeks activities are conducted online via Blackboard

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Office hours: by appointment (and in the Blackboard classroom)

Course Description (from Cardinal Station: <http://cardinalstation.cua.edu>):

Principles and practices in selection, 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:

Six in-classroom meetings and online, Blackboard-based discussions, assignments, readings, and collaboration. Blackboard is available at: <http://bb.cua.edu>

Required Text:

NONE. Each week there will be required readings, online discussion and assignments. The course schedule provides detailed information on the weekly required readings for the course, assignments and due dates.

Assignments:

Three (3) projects total.

Four (4) online assignments (5% each)

Project I on reviewing – 10% of the grade

Project II (in two parts):

Part II.1: on collection evaluation, 15% of the grade and,

Part II.2: 15% of the grade.

Project III: Developing a Collection Development Policy: 35% of the grade (in three parts as follows):

Project III.1 on collection development policy evaluation: 10%

Project III.2: collection development policy: 25%

Project III.3: Group presentation for Project III on Collection Development Policies: 5% of grade.

Four (4) online assignments – 20% of the grade

In-Class and Online Participation in Blackboard: 5% of grade.

Assignment	Percentage of Final Grade	Due Date
Project I	10%	February 12, 2009
Project II.1	15%	February 19, 2009
Project II.2	15%	March 5, 2009
Project III.1	10%	March 26, 2009
Project III.2	20%	April 29, 2009
Project III.3	5%	April 29, 2009
Online assignments (4)	20% (5% each)	January 29, February 5, March 19 and April 16
Online and in-classroom participation	5%	
TOTAL	100%	

***** GRADING CRITERIA FOR PROJECTS *****

Please note: Projects may be handed in up to **10:00 p.m. on the due date** without excuse or penalty.

Projects received later than this will be penalized 10 points for each 12 hours of lateness.

95-100 points: Exceptional. Such a project fulfills the assignment exceptionally well. Lists and rankings are complete and accurate. It has something important to say about what does and does not get reviewed, and where - and what it says is clearly related to what was done in the project (e.g., the reviews located and the journals examined).

85-94.99 points: Good solid work. Such a project fulfills the assignment well. Lists and rankings should be complete and accurate, though conclusions about what types of materials do and don't get reviews are not as clearly presented as in a 12-point project. Even though conclusions may not be clear, all items are included in the discussion, and anything said is clearly based on what was found.

75-84.99 points: Good in some respects, though deficient in others. These projects may contain errors in lists of reviews or in rankings (e.g., missing one or two reviews in an index or miscounting reviews in ranking periodicals - if the same review appears in more than one index,

be sure not to count it twice!). The discussion may be incomplete (failing to cover some items), or may make statements not clearly related to what was found.

68-74.99 points: Seriously deficient. These projects do not fulfill the assignment. They may be based on an incomplete list (fewer than 15 items, fewer than 6 book publishers, etc.) or lack a required part, or be based on a seriously deficient search (e.g., multiple instances of missing reviews or one instance of recording some but not all of the full list of reviews found for an item). Their discussion may make points contradicted by what was found and/or discuss matters unrelated to what was found in the search.

Lower and 68: Unacceptable. These projects are seriously incomplete - lacking more than one required part - or are so full of errors (for example, in data collection) that nothing can be safely concluded from the results.

0 points: No credit. Either there has been some serious violation of university policies on academic honesty (for example, plagiarizing), or the project has been handed in so late that the penalty for lateness reduces the grade to this point.

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

Academic honesty: Please read the policy on “Student Academic Dishonesty” in the University's Online Student Handbook - see <http://policies.cua.edu/academicundergrad/integrity.cfm>. Incidences of academic dishonesty, defined in the Handbook as “failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating” will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean for possible further action (including failure in the course). See the *Handbook* or discuss the problem with your instructor if you have questions about what is involved in such offenses. Plagiarism will not be tolerated. The University defines plagiarism to include “[1] intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; [2] failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or websites; [3] buying completed papers from other to use as one's own work”. For more on what constitutes plagiarism and how to avoid it, please read (carefully) Margaret Proctor’s “*How Not to Plagiarize*” [<http://www.utoronto.ca/writing/plagsep.html>].

Students who need help with library jargon used in class and readings may find Joan Reitz's *ODLIS: Online Dictionary of Library & Information Science* (<http://www.lu.com/odlis>) useful.

AcqWeb [<http://www.acqweb.org/>] - though currently inactive - and the journals *Against the Grain* and *Library Collections, Acquisitions, & Technical Services* are recommended for

browsing as are *The Acquisitions Librarian*, *Ariadne* [<http://www.ariadne.ac.uk/>], *D-Lib Magazine* [<http://www.dlib.org/>],

Independent Publisher [<http://www.independentpublisher.com/>], *Journal of Scholarly Publishing*, *Journal of Electronic Publishing* [<http://journalofelectronicpublishing.org/>], *Library Resources & Technical Services*, *Publisher's Weekly*, *Publishing Research Quarterly*, and *The Serials Librarian*.

For policies and procedures, see the *ARL SPEC Kits* (recent items summarized on the ARL web site at: <http://www.arl.org/resources/pubs/index.shtml>) or the ALA/ACRL *CLIP Notes* (Mullen Z675.U5 C45).

Recommended Text:

NONE. However, each week there will be required and recommended readings associated with the discussion/class meeting for that week. They are intended for those interested in reading further. The recommended readings are not required.

Reading materials and Web-based materials:

The entirety of reading materials, both required and recommended for this course, are provided in a weekly format in the Course Schedule (see below)

Goals for Student Learning:

Upon completion of this course, students should be able to:

1. Successfully articulate the production, marketing and distribution practices that determine availability of books and related media to libraries;
2. Describe how materials are acquired by libraries and other information agencies, or otherwise made available to their users;
3. Analyze user needs and develop collections responsive to them;
4. Analyze the legal and ethical issues involved in the production, distribution, and use of materials, including responding appropriately to attempts to restrict collection content or use and,
5. Develop a collection policy strategy for a library or information center that is responsive to its user community.

LSC 608: Collection Development: Course Schedule

Week	Required Readings	Recommended Readings	Assignment	Due Date
Week 1: January 15 – January 22, 2009 The Review Process	1. ALA/ACRL (2004). <i>Choice</i> . Selection Policy: http://www.ala.org/ala/mgrps/divs/acrl/publications/choice/selectionpolicy/selectionpolicy/selecti	1. Beckerman, Gail (2004). <i>The education of Stacy Sullivan</i> . <i>Columbia Journalism Review</i> , Sept-Oct 2004: http://cjrarchives.org/issues/2004/5/ideas-books-beckerman.asp 2. Dalhousie University Library.	Read the required readings; Post a biographical statement in the	Meet in class, January 15, 108 Aquinas Hall

	<p>onpolicy.cfm</p> <p>2. -----. Information for Reviewers: http://www.ala.org/ala/mgrps/divs/acrl/publications/choice/inforeview/reviewers.cfm</p> <p>3. Cox, Jim (2004). <i>How the book review system works</i>. http://www.midwestbookreview.com/bookbiz/advice/system.htm</p>	<p>(2000) "How to Write a Book Review". [http://www.library.dal.ca/How/Guides/BookReview/]</p> <p>3. Eisenberg, Howard. (1987). "So Many Books, So Little Space." <i>Publishers Weekly</i>, April 10, 1987, pp. 25-30.</p> <p>4. Horning, Kathleen. (2006). <i>From Cover to Cover: Evaluating and Reviewing Children's Books</i>. New York: HarperCollins, 1997.</p> <p>5. Howard, G. (1997). "Cultural Ecology of Book Reviewing." In 6. Dennis, E. et al. (eds.), <i>Publishing Books</i>. New Brunswick, NJ: Transaction Books), pp. 75-91.</p> <p>7. Krupczak, M. (1999). "Different Books for Different Folks: Where Book Reviews Come From...." <i>Library Collections, Acquisitions, & Technical Services</i> 23: 196-198.</p> <p>8. Span, Paula. (2001). "Bestseller Dreams." [Plight of the mid-list author] <i>The Washington Post</i> [Sunday] <i>Magazine</i>, 4 February 2001, pp. 10-15, 23-29.</p> <p>9. Sager, D. et al. (1993). "Reviewing the Reviewers." <i>Public Libraries</i> 32:11-12, 14, 16-17.</p> <p>10. Wilson, M & Bishop, K. (1999). "Criteria for Reviewing Children's Books." <i>Library Resources & Technical Services</i> 49: 3-13.</p> <p>11. Yahoo. Directory: Book Reviews. [http://dir.yahoo.com/Arts/Humanities/Literature/Reviews/]</p>	<p>Blackboard classroom for this course</p>	<p>Weekly Assignments due by 10:00 PM January 22, 2009</p>
<p>Week 2 January 23rd – January 29th:</p>	<p>1. Lynch, C. (2001). <i>The battle to define the book in a</i></p>	<p>1. Bookjobs [jobs in publishing – and how to get one] http://www.bookjobs.com/</p> <p>2. Bookwire. <i>Book industry statistics</i>.</p>	<p>Read required readings; participate in online</p>	<p>January 29th, 2009</p>

<p>Publishing I: Books</p>	<p><i>digital world.</i> First Monday 6(6), June 2001: http://outreach.lib.uic.edu/www/issues/issue6_6/lynch/</p> <p>2. The Book Publishing Industry 2008 – 2011, Albert Greco, lecture via streaming video available at: http://digitalmedia.cua.edu/calendar/event_dsp.cfm?event=4472 and view the PowerPoint Slides at: http://slis.cua.edu/people/news/GrecoNovember2008.ppt</p> <p>3. Hunter, K. (2006). <i>Access management : Challenging Orthodoxies</i>. In Lee, S.H. (Ed.) <i>Collection Management and Strategic Access to Digital</i></p>	<p>http://www.bookwire.com/BookIndustryStatistics.asp</p> <p>3. BookCloseOuts [online bookstore specializing in remainders] http://www.bookcloseouts.com</p> <p>4. Epstein, J. (2002). <i>Book Business: Publishing Past, Present, Future</i>. New York: Norton.</p> <p>5. Esposito, J. (2005). "The Processed Book." FirstMonday, March 2003, rev. 2005. [http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1038/959]</p> <p>6. Murphy, Patricia C. (1999). <i>Books are Dead, Long Live Books</i> [http://web.mit.edu/comm-forum/papers/murphy.html]</p> <p>7. The Online Books Page [25,000+ free online books] [http://onlinebooks.library.upenn.edu/]</p> <p>8. Schiffrin, A. (2000). <i>The Business of Books: How International Conglomerates Took Over Publishing and Changed the Way We Read</i>. New York: Verso.</p> <p>9. Terry, A. A. (2001). "Author Care: The Rights Publishers Offer and What Authors Think." <i>Against the Grain</i>, June 2001, pp. 24, 26, 28.</p> <p>10. Thatcher, S. G. (1994). "Listbuilding at University Presses." In R. J. Simon & J. J. Fyfe (eds.), <i>Editors as Gatekeepers</i>, (Lanham, MD: Rowman & Littlefield), pp. 209-258.</p>	<p>discussion on Blackboard; Complete first online assignment</p> <p>Project I assignment discussed.</p>	
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	<p>Resources (pp. 57-70).</p> <p>3. Wikipedia. “Publishing” http://en.wikipedia.org/wiki/Book_publishing</p>			
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<p>Week 3 January 30th to February 5th: Publishing II: Serials and Collection Evaluation and Assessment.</p>	<ol style="list-style-type: none"> Guedon, J-C. (2001). <i>In Oldenberg’s long shadow</i>. In <i>Proceedings of the 138th Annual Meeting, ARL, May 23-25, 2001</i>. http://www.arl.org/resources/pubs/mmproceedings/138guedon.shtml Van Orsdel, L. & Born, K. (2007). <i>Journals in the time of Google</i>. <i>Library Journal</i>, April 15, 2006. http://www.libraryjournal.com/article/CA6321722.html Wikipedia. <i>Peer Review</i>. http://en.wikipedia.org/wiki/Peer_review 	<ol style="list-style-type: none"> Brown University: http://www.brown.edu/Administration/George_Street_Journal/vol24/24GSJ19c.html Association of Research Libraries. <i>Scholarly communication: Libraries in the marketplace</i>. http://www.arl.org/sc/marketplace/index.shtml Bergstrom, T & McAfee, P. <i>Journal of cost-effectiveness</i>. http://journalprices.com Collection development electronic-only migration policy. http://www.lib.cmich.edu/policies/e-only-serials.htm 	<p>Read required readings; Participate in online discussion; Complete second online assignment</p>	<p>February 5th, 2009</p>
<p>Week 4: February 6th – 12th Collection</p>	<ol style="list-style-type: none"> Arizona State Library. <i>Collection development policies</i>. 	<ol style="list-style-type: none"> Parfrey, W. (2006). <i>California Digital Library. Inside CDL: Collection Development Framework</i> http://www.cdlib.org/inside/collect/fra 	<p>Group assignments for Project III will be made;</p>	<p>February 12, 2009; meet in-class,</p>

<p>Development Policies</p>	<p>http://www.dlpr.lib.az.us/cdt/acquis.htm</p> <p>2. Dartmouth College Library. Collection Management & Development Division (1999). <i>Guidelines for Writing Collection Development Policies</i>. http://www.dartmouth.edu/~cmdc/bibapp/cdpguide.html</p> <p>3. International Federation of Library Associations and Institutions. Guidelines for a Collection Development Policy using the Conspectus Model (2001). http://www.ifla.org/VII/s14/nd1/gcdp-e.pdf</p>	<p>network.html</p> <p>2. American Association of Law Libraries. Technical Services Special Interest Section. <i>Law Library Collection Development Policies: Policy Documents and Resources</i>.</p> <p>3. American Library Association. Collection Development. http://www.ala.org/ala/professionalresources/collectdev/collectiondev/index.cfm</p> <p>4. University of Maryland. Collection Management. Resources for Collection Management. http://www.lib.umd.edu/CLMD/Staff/CMstaff.html</p> <p>5. University of California, Santa Barbara. University Libraries. Task force...(2004). <i>Helpful hints for developing subject expertise</i>. http://www.library.ucsb.edu/collman/cmmhelpfulhints.html</p> <p>6. Montgomery County Maryland Public Libraries. Collection Development Policy in Brief. http://www.montgomerycountymd.gov/content/libraries/usingthelibrary/CollectionDevelopmentPolicy2007.pdf</p>	<p>Project I due</p>	<p>room 108 Aquinas Hall ; Project I due by 10:00 PM February 12</p>
<p>Week 5: February 13th – 19th, 2009</p> <p>Distribution and acquisitions I: Basic Functions,</p>	<p>1. ALA. ALCTS. Acquisitions Section. Statement on Principles and Standards of Acquisitions Practices. http://www.ala.org/ala/mgrp</p>	<p>1. ARL (1999). SPEC Kit 241. <i>The Gifts and Exchange Function</i> http://www.arl.org/bm~doc/spec241web.pdf</p> <p>2. Better Business Bureau. <i>Phony Invoice Schemes</i> http://www.bbb.org/alerts/article.asp?I</p>	<p>Project II.I due February 19, 2009</p>	<p>February 19, 2009</p>

<p>Single Orders, Out of Print</p>	<p>s/divs/alcts/re sources/collec t/acq/acqethic s.cfm</p> <p>2. Arizona State Library. Acquisitions. BUBL Link Catalogue of Internet Resources: Acquisition. http://bubl.ac.uk/link/a/acquisitions.htm</p> <p>3. Clark, John R. (2007). <i>Publisher's Hall of Shame</i>. http://personalpages.tds.net/~berek/shame.html</p> <p>4. Maxwell, Km (2007). <i>The art of claiming</i>. http://libstaff.mit.edu/colserv/seracq/claiming/</p>	<p>D=453</p> <p>3. Boissonnas, C. (1987). <i>The cost is more than that elegant dinner: Your ethics are steak</i>. Library Acquisitions: Practice & Theory 145: 145-152.</p> <p>4. R.R. Bowker Co. ISBN FAQ. [http://www.isbn.org/standards/home/isbn/us/isbnqa.asp]</p> <p>5. BUBL Resources: <i>Acquisitions</i>. [http://bubl.ac.uk/link/a/acquisitions.htm]</p> <p>6. Clark, John R. (2007). <i>Publisher's Hall of Shame</i>. [http://personalpages.tds.net/~berek/shame.html]</p> <p>8. <i>Internet Library for Librarians: Acquisitions, Serials, and Collection Development</i>. [http://www.itcompany.com/inforetriever/acqsercd.htm]</p> <p>9. Maxwell, Kim. (2007). <i>The Art of Claiming</i>. [http://libstaff.mit.edu/colserv/seracq/claiming/]</p> <p>10. Orkiszewski, P. (2005) "...Amazon.com as a Library ... Vendor." <i>Lib Resources & Tech Servs</i> 49: 204-209.</p> <p>11. Smith, Scott A. (1999). "The Cost of Service: Understanding the Business of Vendors", pp. 59-74 in: K. A. Schmidt (ed.), <i>Understanding the Business of Library Acquisitions</i>. Chicago: ALA.</p>		
<p>Week 6 February 20 - 26,</p>	<p>1. Van Kampen, D. (2006). <i>Acquisitions and</i></p>	<p>1. University of Texas System. Copyright Crash Course. http://www.utsystem.edu/OGC/Intellect</p>		<p>February 26, 2009</p>

<p>2009</p> <p>Copyright and Licensing</p>	<p><i>Copyright.</i> In Leonhardt, T.W. (Ed.) Handbook of Electronic and Digital Acquisitions, pp. 1-17.</p> <p>2. American Association of Law Libraries (2004). Principles for licensing electronic resources, 2nd edition. http://www.aallnet.org/committee/reports/licensing_com_final_rep.pdf</p> <p>3. Farb, S. (2006). Libraries, licensing and the challenge of stewardship. <i>FirstMonday</i>, 11(7), July, 2006. http://www.firstmonday.org/issues/issue11/farb/index.html</p> <p>4. Harper, G. (2001). Copyright endurance and change. <i>Journal of electronic publishing</i>, 7(1). http://www.press.umich.edu/jep/07-01/harper.htm</p>	<p>http://www.library.yale.edu/~llicensing/index.shtml</p> <p>2. Yale University Libraries. LibLicense: Licensing Digital Information http://www.library.yale.edu/~llicensing/index.shtml</p> <p>3. American Association of Law Libraries (2001). AALL Guidelines on the fair use of copyrighted works by law libraries. http://www.aallnet.org/about/policy_fair.asps</p> <p>4. Assn of Research Libraries. (2007). <i>Copyright Timeline: A History of Copyright in the United States</i> [http://www.arl.org/pp/ppcopyright/copyresources/copytimeline.shtml]</p> <p>5. Bell, S.J. (2001). The New Digital Divide: Dissecting Aggregator Exclusivity Deals . <i>D-Lib Magazine</i>, July/August 2001. [http://www.dlib.org/dlib/july01/bell/07bell.html]</p> <p>6. Committee on Intellectual Property Rights et al. (2001). The Digital Dilemma: Intellectual Property in the Information Age. National Academy of Sciences. [http://www.nap.edu/html/digital_dilemma/]</p> <p>7. Copyright Clearance Center. [http://www.copyright.com/cc/home.do]</p> <p>Creative Commons. [http://creativecommons.org/]</p> <p>8. Gasaway, L. (2003). <i>When Works</i></p>	<p>Meet in classroom, 108 Aquinas Hall</p>
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	<p><u>1</u></p> <p><i>Pass Into the Public Domain</i> [http://www.unc.edu/~unclng/public-d.htm]</p> <p>]</p> <p>9. Horava, Ton7. (2007). "Licensing e-Resources for Alumni". <i>CRL News</i>, July/Aug 2007.</p> <p>[http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2007/julyaugust07/licensingresources.cfm]</p> <p>10. LibraryLaw.com [http://www.librarylaw.com]</p> <p>11. Stallman, Richard. (1997). " The Right to Read " <i>Communications of the ACM</i> 40 (no.2, Feb 1997).</p> <p>[http://www.gnu.org/philosophy/right-to-read.html]</p> <p>12. U. S. National Commission on New Technological Uses of Copyrighted Works.(CONTU). <i>Final Report</i>.</p> <p>[http://digital-law-online.info/CONTU/contu1.html]</p> <p>13. U of Texas. <i>Fair Use: Electronic Reserve</i>. [http://www.utsystem.edu/ogc/intellectualProperty/rsrvguid.htm]</p>			
<p>Week 7</p> <p>February 27 – March 5th, 2008</p> <p>Distribution and acquisitions II: Approval Plans, Standing Orders,</p>	<ol style="list-style-type: none"> 1. Association of Subscription Agents. <i>The Work of Subscription Agents</i>. http://www.subscription-agents.org/documents/asa11.html 2. Grahame, V. & McAdam, T. (2004). <i>Managing the</i> 	<ol style="list-style-type: none"> 1. ARL (1999). SPEC Kit 241. <i>The Gifts and Exchange Function</i> http://www.arl.org/bm~doc/spec241web.pdf 2. Better Business Bureau. <i>Phony Invoice Schemes</i> http://www.bbb.org/alerts/article.asp?ID=453 3. Boissonnas, C. (1987). <i>The cost is more than that elegant dinner: Your</i> 	<p>Project II.2 due March 5, 2009</p>	<p>March 5, 2009</p>

<p>Serials</p>	<p><i>licensing of electronic products.</i> ARL Spec Kit 282, Washington, D.C.: ARL http://www.arl.org/bm~doc/spec282web.pdf</p> <p>3. Maxwell, K., et al (2004). <i>The art of claiming: Background information for claiming.</i> http://libstaff.mit.edu/colserv/seracq/claiming/background.html</p>	<p><i>ethics are steak.</i> Library Acquisitions: Practice & Theory 145: 145-152.</p> <p>4. R.R. Bowker Co. ISBN FAQ. [http://www.isbn.org/standards/home/isbn/us/isbnqa.asp]</p> <p>5. BUBL Resources: <i>Acquisitions.</i> [http://bubl.ac.uk/link/a/acquisitions.htm]</p> <p>6. Clark, John R. (2007). <i>Publisher's Hall of Shame.</i> [http://personalpages.tds.net/~berek/shame.html]</p> <p>8. <i>Internet Library for Librarians: Acquisitions, Serials, and Collection Development.</i> [http://www.itcompany.com/inforetriever/acqsercd.htm]</p> <p>9. Maxwell, Kim. (2007). <i>The Art of Claiming.</i> http://libstaff.mit.edu/colserv/seracq/claiming/</p> <p>10. Orkiszewski, P. (2005) "...Amazon.com as a Library ... Vendor." <i>Lib Resources & Tech Servs</i> 49: 204-209.</p> <p>11. Smith, Scott A. (1999). "The Cost of Service: Understanding the Business of Vendors", pp. 59-74 in: K. A. Schmidt (ed.), <i>Understanding the Business of Library Acquisitions.</i> Chicago: ALA.</p>		
<p>Week 8: Alternative media and Electronic Acquisitions: Balancing collections March 6 –</p>	<p>1. Brunelle, B. (2000). Current Full-Text Models. http://www.vala.org.au/vala2000/2000pdf/Bru_Sch.PDF</p> <p>2. Best, R.D. (2006). <i>Issues</i></p>	<p>1. Ramsey Library. Electronic Collection Development Policy. http://bullpup.lib.unca.edu/gen/proced/colldev_eres_pol.html</p> <p>2. The University of Tennessee. Electronic Resources Collection Development Policy. http://www.lib.utk.edu/colldev/</p>	<p>Complete third online assignment.</p>	<p>March 19th, 2009</p>

19 th	<p><i>in the selection of electronic resources</i>, In Leonhardt, T.W. (Ed.), The Handbook of Electronic and Digital Acquisitions (pp. 91-125).</p>	<p>elrescd.html</p> <p>3. University of Wisconsin, Platteville. Electronic Resources Collection Development Policy. http://www.uwplatt.edu/library/colldev/policy/cdpolicyelectronicformats.html</p> <p>4.</p>		
<p>Week 9: March 20th – March 26, 2009</p> <p>Collection Preservation</p>	<p>2. Lavoie, B. & Dempsey, L. (2004, July/Aug). "Thirteen ways of looking at...digital preservation." <i>D-Lib Magazine</i>. http://www.dlib.org/dlib/july04/lavoie/07lavoie.html</p> <p>3. Henty, M. (2004). Guide to the collection assessment process. http://www.nal.gov.au/libraries/help/guide.html#tech</p>	<p>Patkus, B. (2003). Assessing preservation needs: A self-study guide. Andover, MA: Northeast Document Conservation Center. http://www.nedcc.org/oldnedccsite/selfsurvey/contents.htm</p> <p>ALA, Office of Intellectual Freedom. Evaluating library collections. http://www.ala.org/ala/oif/statementspols/statementsif/interpretations/evaluatinglibrary.htm</p> <p>Baird, J.B. et al. (1997). "Findings from the Condition Surveys Conducted by the University of Kansas Libraries [durability of paperbacks]." <i>College & Research Libraries</i> 58: 115-126.</p> <p>Baker, N. (2001). <i>Double Fold: Libraries and the Assault on Paper</i>. New York: Random.</p> <p>Biggs, Mary. (1990). "Discovering How Information Seekers Seek: Methods of Measuring Reference Collection Use." <i>The Reference Librarian</i> 29: 103-117.</p> <p>Cornell University Libraries. (2003). Digital Preservation Management [tutorial].</p> <p>[</p>	<p>Project III.I due March 26, 2009 by 10:00 PM EDT</p>	<p>March 26, 2009</p>

		<p>http://www.library.cornell.edu/iris/tutorial/dpm/eng_index.html]</p> <p>Inland Empire Libs Disaster Response Network. <i>Sample Disaster Plan</i>.</p> <p>[http://www.ieldrn.org/sample.htm]</p> <p>Lundin, A. H. (1989). "List-Checking....." <i>Collection Management</i> 11 (3/4): 103-112.</p> <p>Northeast Document Conservation Center. <i>Online Course: Preservation 101</i></p> <p>[http://www.nedcc.org/education/online.php]</p> <p>National Library of Australia. <i>PADI: Preserving Access to Digital Information</i>. [http://www.nla.gov.au/padi/]</p> <p>Shisler, C.M. (2007). "Evaluating Your Nursing Collection." <i>Journal of the Med Lib Assn</i>, July 2007.</p> <p>[http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1924961]</p> <p>Slote, Stanley. (1997). <i>Weeding Library Collections</i>. 4th ed. Englewood, CO: Libs Unlimited.</p> <p>Texas State Library & Archives. 1995. <i>The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding</i> [http://www.tsl.state.tx.us/ld/pubs/crew/]</p> <p>UC-San Diego. Preserving Library Materials. [http://orpheus.ucsd.edu/preservation/ieduc.html]</p> <p>And...some articles on Google Books</p>		
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		<p>and other web-based initiatives:</p> <p>Albanese, A. R. (2007). "Scan This Book [Google vs. Open Content Alliance]." <i>Library Journal</i>, August 15, 2007. [http://www.libraryjournal.com/article/CA6466634.html]</p> <p>Duguid, Paul. (2007). "Inheritance and Loss? A Brief Survey of Google Books." <i>First Monday</i> 12 (8), August 2007. [http://www.firstmonday.org/issues/issue12_8/duguid/index.html]</p> <p>Different Institutional Types</p> <p>Colorado State Lib. <i>Research and Statistics about Libraries</i>. [http://www.lrs.org/index.php]</p> <p>Academic libraries:</p> <p>Assn of Research Libs. <i>Strategic Plan, 2005-2009</i>. [http://www.arl.org/arl/governance/stratplan.shtml]</p> <p>Assn of Southeastern Research Libs. (2000). <i>Shaping the Future:...Competencies for Research Librarians</i>. http://www.aserl.org/statements/competencies/competencies.htm</p> <p>Boston College Libraries. <i>Collection Development [Competencies]</i>. [http://www.bc.edu/bc_org/avp/ulib/staff/cdbasic.html]</p> <p>Budd, J (1991). "Allocation Formulas in the Literature". <i>Library Acquisitions: Practice & Theory</i> 15: 95-107.</p>		
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		<p>Joswick, K. E. & Stierman, J. K. (1997). "The Core List Mirage." <i>College & Research Libraries</i> 58: 48-55. [Faculty vs. student journal preferences in an academic library]</p> <p>Univ of California, Santa Barbara. Libraries. (2007). <i>Collection Manager's Manual</i></p> <p>[http://www.library.ucsb.edu/collman/index.html]</p> <p>Public Libraries:</p> <p>Arizona. Collection Development Training for Arizona Public Libraries.</p> <p>[http://www.dlapr.lib.az.us/cdt/index.htm]</p> <p>Baker, Sharon L. (2002). <i>The Responsive Public Library Collection: How to Develop and Market a Winning Collection</i>. 2d ed. Englewood, CO: Libraries Unlimited.</p> <p>Memorial Hall [Public] Library [Andover, MA]. (2005) <i>Collection Development Manual</i>.</p> <p>[http://www.mhl.org/about/policies/cd/]</p>		
<p>Week 10</p> <p>March 27th – April 2nd, 2009</p> <p>Collection Development in different institutional types</p> <p>We have a</p>	<p>1. Colorado State Library. <i>Research and statistics about libraries</i>. http://www.lrs.org/index.php</p>	<p><i>Recommended for those interested in reading further:</i></p> <p>Colorado State Lib. <i>Research and Statistics about Libraries</i>. [http://www.lrs.org/index.php]</p> <p>Academic libraries:</p> <p>Assn of Research Libs. <i>Strategic Plan, 2005-2009</i>. [http://www.arl.org/arl/governance/stratplan.shtml]</p>		<p>April 2nd, 2009</p> <p>Meet in 108 Aquinas Hall</p> <p>Panel Presentation</p>

<p>presentation by three librarians from the academic, special and school library sector on April 2nd, 2009</p>		<p>Assn of Southeastern Research Libs. (2000). <i>Shaping the Future:...Competencies for Research Librarians</i>. http://www.aserl.org/statements/competencies/competencies.htm</p> <p>Boston College Libraries. <i>Collection Development</i> [Competencies]. [http://www.bc.edu/bc_org/avp/ulib/staff/cdbasic.html]</p> <p>Budd, J (1991). "Allocation Formulas in the Literature". <i>Library Acquisitions: Practice & Theory</i> 15: 95-107.</p> <p>Joswick, K. E. & Stierman, J. K. (1997). "The Core List Mirage." <i>College & Research Libraries</i> 58: 48-55. [Faculty vs. student journal preferences in an academic library]</p> <p>Univ of California, Santa Barbara. Libraries. (2007). <i>Collection Manager's Manual</i> [http://www.library.ucsb.edu/collman/index.html]</p> <p>Public Libraries:</p> <p>Arizona. Collection Development Training for Arizona Public Libraries.[http://www.dlapr.lib.az.us/cdt/index.htm]</p> <p>Baker, Sharon L. (2002). <i>The Responsive Public Library Collection: How to Develop and Market a Winning Collection</i>. 2d ed. Englewood, CO: Libraries Unlimited.</p> <p>Memorial Hall [Public] Library [Andover, MA]. (2005) <i>Collection Development Manual</i>.[http://www.mhl.org/about/poli</p>		
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		<p>cies/cd/</p> <p>School Libraries:</p> <p>ALA/AASL/AECT. (1998). <i>Information Power</i>. Chicago: ALA</p> <p>Berland, Linda. Resources for School Librarians: Collection Development.</p> <p>[http://www.sldirectory.com/libsf/resf/coldev2.html]</p> <p>MacKenzie, Jaime. (2004). "The Techno-Savvy, Book-Rich Media Center." <i>From Now On</i>, April 2004.</p> <p>[http://fno.org/apr04/technosavvy.html]</p> <p>Manning, P & Newman, A.R. (1986). "Safety Isn't Always First." <i>School Library Journal</i>, Oct 1986, 99-102</p> <p>[Dangers in books recommended to kids for science fair projects] http://www.psla.org/</p> <p>Shannon,D.(2001)."Education and Competencies of ... Media Specialists." <i>School Lib Media Research</i>, 5</p> <p>[http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume52002/shannon.cfm]</p> <p>Todd, Ross. (2001). <i>Transitions for Preferred Futures of School Libraries</i>. IASL Conference, 2001,</p> <p>Auckland, NZ. [http://www.iasl-slo.org/virtualpaper2001.html]</p> <p>Van Orden, P. & Bishop, K. (2001). <i>Collection Program in Schools</i>, 3rd ed. Englewood, CO: Lib Unlimited</p> <p>Special Libraries</p>		
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		<p>Finnerty, C. (2002). "Library Planning in the Electronic Era." <i>Information Outlook</i>, Aug 2002.</p> <p>[http://www.sla.org/content/Shop/Information/infoonline/2002/aug02/finnerty.cfm]</p> <p>Franklin, B. & Plum, T. (2004). "Library Usage Patterns in a Networked Environment."</p> <p><i>Information Research</i> 9(4), July 2004. [http://informationr.net/ir/9-4/paper187.html]</p> <p>Schmidt, C. & Eckerman, N. (2001). "Circulation of Core Collection Monographs...." <i>Journal of the Med LibAssn</i>, April 2001 [http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=31723]</p> <p>Special Libraries Association. (2003). <i>Competencies for Information Professionals of the 21st Century</i>.</p> <p>[http://www.sla.org/content/learn/comp2003/index.cfm]</p>		
Week 11: No assignment; spring break				
Week 12 : April 2nd – April 9th, 2009 Selection and weeding	<p>1. Keller, M.A., et al. (2003). <i>What is a library anymore, anyway?</i> FirstMonday, 8(5), May 2003. http://firstmonday.org/issues/issue8_5/keller/index.html</p> <p>2. Klopfer, K. (2000). Weed it! http://www.wmris.org/services/colldev/weedit.html</p>	<p>Baker, S. L. (2002). <i>The Responsive Public Library Collection</i>. 2d ed. Englewood, CO: Libraries Unlimited.</p> <p>Baltimore County Public Schools. <i>Selection Criteria for School Library Media Collections</i>. http://www.bcps.org/offices/lis/office/admin/selection.html</p> <p>Frey, Thomas (2005). <i>The Future of Libraries: Beginning the Great Transformation</i>. Louisville, CO:</p> <p>DaVinci Institute. [</p>		April 9th, 2009

	<p>3. Pearl, N. & Buthold, C. (1992, October). "Upgrading the McLibrary." <i>Library Journal</i>, 37-39.</p> <p>4. Rawlinson, N. (1990). "Give 'em what they want!". <i>Library Journal</i>, 77-79.</p> <p>5. University of Maryland Libraries. <i>Collection development policy: Electronic resources</i>. http://www.lib.umd.edu/CLMD/COLL.Policies/electrescdp.html</p>	<p>http://www.davinciinstitute.com/page.php?ID=120]</p> <p>Rutledge, J. & Swindler, L.(1987). "Selection Decision." <i>College & Research Libraries</i> 48:123-131.</p> <p>University of Arizona. Library. <i>Needs Assessment Tutorial</i>. [how to do a community needs assessment]</p> <p>[http://digital.library.arizona.edu/nadm/tutorial/index.htm]</p>		
<p>Week 12:</p> <p>April 9th – 16th, 2009</p> <p>Intellectual freedom and censorship</p>	<p>Asheim, Lester. (1953) "Not Censorship but Selection." <i>Wilson Library Bulletin</i>, Sept 1953, pp. 63-67.</p> <p>[http://www.ala.org/ala/oif/basics/notcensorship.htm]</p> <p>Ohio Library Council. ORE on the Web, Module 6: Ethics [http://www.olc.org/ore/6intro.htm]</p> <p>ALSO: Browse through one issue of the <i>Newsletter on Intellectual Freedom</i>.</p>	<p>American Lib Assn. <i>Intellectual Freedom Basics</i>. [http://www.ala.org/ala/oif/basics/Default2272.htm]</p> <p>American Library Association. <i>Intellectual Freedom Manual</i>, 7th ed. Chicago: ALA, 2006.</p> <p>LibraryLaw.com. <i>Intellectual Freedom</i>. [http://www.librarylaw.com/Intellectual.html]</p> <p>American Library Association. Guidelines and Considerations for Developing a Public Library Internet Use Policy . [http://www.ala.org/ala/oif/challengesupport/dealing/internetusepolicy.pdf]</p> <p>Jones, Barbara M. Academic Libraries</p>	<p>Complete Fourth online assignment.</p>	<p>April 16, 2009</p>

		<p>and Intellectual Freedom.</p> <p>[http://www.ala.org/ala/oif/iftoolkits/ifmanual/fifthedition/academiclibraries.htm]</p> <p>Index on Censorship [http://www.indexonline.org/]</p> <p>Nuzum, Eric. Music Censorship In America. [http://www.ericnuzum.com/banned/index.html]</p> <p>Parents Against Bad Books in Schools website [Fairfax County group - includes examples of passages in books found in local school libraries to which PABBIS objects] [http://www.pabbis.com/]</p> <p>Reporters Committee for Freedom of the Press. (2003). <i>The First Amendment Handbook</i></p> <p>[http://www.rcfp.org/handbook/index.html]</p> <p>Robbins, Louise.(1996). <i>Censorship & the American Library</i>. Chicago:ALA.</p> <p>Univ of Penn. Libs. Banned Books Online. [http://onlinebooks.library.upenn.edu/banned-books.html]</p>		
<p>Week 13:</p> <p>April 16th – April 23rd, 2009</p> <p>Cooperation and presentations for Project III</p>	<p>ALA. RUSA Reference Guidelines: Interlibrary Loan Code for the United States: Explanatory Supplement</p> <p>[http://www.ala.org/ala/rusa/rusaprotocols/referenceguide/interlibrary</p>	<p>American Lib Assn. Reference & User Services Association. Interlibrary Loan Code for the U. S.</p> <p>[http://www.ala.org/ala/rusa/rusaprotocols/referenceguide/interlibrary.htm]</p> <p>Ballard, T. (1982). "Public Library Networking: Neat, Plausible, Wrong." <i>Library Journal</i> 107: 679-683.</p>		<p>April 23, 2009</p>

	<p>yloancode.htm]</p> <p>Colaianni, Lois. (2001). "Making Stone Soup." <i>INSPEL</i> 35: 166-171.</p> <p>[http://www.ifla.org/VII/d2/inspel/01-3colo.pdf]</p>	<p>Beaubien, A. K. (2007). ARL White Paper on Interlibrary Loan.</p> <p>[http://www.arl.org/bm~doc/ARL_white_paper_ILL_june07.pdf]</p> <p>Iowa State Univ Lib. Interlibrary Loan Cost & Performance Studies.</p> <p>[http://www.lib.iastate.edu/cfora/generic.cfm?cat=gen_libinfo_self&navid=11075&parent=3038]</p> <p>Northwestern University. School of Law Library. ILLWeb . [Links to info and resources on interlibrary loan]</p> <p>[http://www.law.northwestern.edu/lawlibrary/illweb/]</p> <p>Shipman, Jean P. (2007). Document Delivery Suppliers [click on each for services and fees]</p> <p>[http://www.library.vcu.edu/tml/docsupp/]</p> <p>Univ of Texas. Copyright in the Library: Interlibrary Loan.</p> <p>[http://www.utsystem.edu/OGC/Intellectualproperty/l-108g.htm]</p> <p>Washington Research Library Consortium. [http://www.wrlc.org] - see especially “cooperative holding of journal titles”</p> <p>[http://www.wrlc.org/resource/coldev/poljour.shtml]</p>		
<p>Week 14</p> <p>April 23^d – April 29th, 2009</p> <p>Class Presentatio</p>			<p>Project III.3 presentations due</p>	<p>Project III.3 is due by 10:00 p.m. EDT on April 29, 2009.</p>

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Project I: Due

PURPOSE: To evaluate how well review journals alert selectors to materials available for purchase

1. **Select 15 items published in 2006** that interest you. For each, provide a full bibliographic citation (author, title, publisher or producer, date if available). The bibliographic citation should be in the American Psychological Association's citation format. Your choices must be distributed as follows:

11-14 books from at least **6 different publishers**. Find them by using *WorldCat* (electronic database on ALADIN) limiting the date to "2006 - 2006". You can also use *American Book Publishing Record* or *Books in Print* [neither at CUA, but held by other libraries], if you wish - looking for items published in 2006--but **do not use review sources** - select from bibliographic sources, not book reviews!; **2-3 government publications** issued in 2006, from the Catalog of U. S. Government Publications (<http://catalog.gpo.gov/>) - use the advanced search and enter 2006 to 2006 as the date;

2-3 periodicals or magazines, chosen from a serials directory (e.g., Ulrich's - print or electronic) - anything that was being published in 2006, no matter how long ago it began publication.

Any set of 15 items properly distributed among books, government documents, and periodicals is acceptable so long as they were published in 2006 – three years ago, since reviews take time to appear.

2. **Search--carefully and completely--for reviews of your material** in *Book Review Index* (available in print in CUA's Mullen Library - be sure to check all volumes and issues from 2006 on) and *Book Review Digest* (available on ALADIN). (Just those two sources - you don't have to look anywhere else.)

List every review of each of your 15 items that you find indexed. Copying citations as they appear in the indexes is fine--don't worry about format so long as it's clear. Be sure not to miss anything. The ability to conduct a complete and accurate search for information is important in this field--and if your list is incomplete, your whole project is based on faulty data.

3. **Rank the review journals** reviewing your items by the number of items each reviewed. (Be careful - don't count a review more than once just because it was indexed more than once, and don't count multiple reviews of the same item in the same review journal - that's still just one item you found reviewed there, not matter how many times they reviewed it.) **Present these results in a ranked list** headed by the review journal(s) that reviewed the largest number of your items and ending with the review journals that reviewed just one item.

4. **See what you can find out about the books that received no reviews.** Try looking them up on Amazon.com or another online bookstore, and/or see if you can find a web page for their

publishers including descriptions of the items. Do they have any characteristics in common? (Don't worry about finding more information about the government documents or periodicals.)

5. Write a **short (2-5 double-spaced pages) discussion** of:

(1) the coverage of your items in review journals. Generally speaking, were these materials widely reviewed, or not? Can you say anything about the types of review journals that did or didn't review them? Be sure to mention in your paper how many different review journals you would have to consult to find reviews of items that were reviewed - did one journal review all of them, or would you have needed to read more than one - and if so, how many more?

(2) the types of items that did not get reviewed. Be sure to mention how many items were not reviewed anywhere. What characteristics they seemed to have in common?

ONE SUGGESTION: This is a good project to use to find out if you can rely on review journals for selection of materials in an area in which you'd like to work, and to see what review journals would be most helpful in selecting such items. So I'd suggest taking a specific subject (e.g., business) or type of book (e.g., children's nonfiction) that matches your career objectives. But note that you are not required to do this. You can put the list together any way you want.

TWO CAUTIONS: (1) Do not be alarmed if you find no - or hardly any - reviews at all. That may be normal for some types of publications - and it's important information for you if it's an area in which you expect to work. Talk to me, see if there are alternatives and just keep going - it's still a successful project, even if you find no reviews at all and have no review journals to rank.

(2) Everyone's work will be checked. I always check 2 or 3 items to make sure searches were complete and accurate.

PLEASE NOTE THAT YOU WILL BE HANDING IN THREE (3) THINGS:

1. **YOUR LIST OF 15 ITEMS**, with the reviews each received (see 1 & 2 above)
2. **YOUR RANKED LIST** of review journals, based on the number of items reviewed (see 3 above) - unless, of course, you find no reviews;
3. **YOUR SHORT PAPER** discussing your findings (see 4 & 5 above)

COLLECTION EVALUATION PROJECT (Project II Parts 1 and 2)

PURPOSE: To compare strengths and weaknesses of different collection evaluation methods

Choose a SMALL (10 - 50 titles) collection to evaluate. It should include everything in a specific classification number or range of numbers and/or shelved in a special location (e.g., all the Z687s in a branch library or all the links on a web page). **THINK SMALL:** bigger collections mean less time to think.

GROUP WORK is encouraged. Groups submit a single project, and everyone in the group receives the same grade. Inform the instructor before working as a group to let her know who will comprise the group.

Part II.1 (due February 9, 2009) includes a shelf examination and analysis of use of your collection.

Part II.2 (due) includes a plan (just the plan - you are not expected to act on it) for assessing user needs and an analysis of collection quality done by checking an appropriate bibliography or list of recommended works against the collection.

Project II - COLLECTION EVALUATION, PART 1 (due)

20% of the grade:

1. Choose a collection (any subject, any collection - this is up to you - just keep it small).
2. Get a list of all materials in it (e.g., a print-out of catalog records by call number). (You will be handing in this list along with your project - and yes, you may hand in your catalog print-out; retyping not necessary unless you're submitting it electronically) Please do not request special access to anything. If getting a list presents problems, discuss alternatives with the instructor.
3. Do a shelf examination. (a) Look at the collection as it sits on the shelf - is this a collection that would attract use? Are there obvious signs of use (e.g., gaps between books where one has been removed) or disuse (e.g., dust)? (b) Check what is on the shelf against your record of what is supposed to be in the collection - is anything missing? Anything there that is not on your list? Examine individual items - are they in good condition? Do any need repair or replacement? (d) Do you notice anything else that might affect use of these materials, or indicate something about the collection's value or about user needs?
4. Analyze use. Normally the measure you'll use is circulation - and in many libraries, the most accurate record of use of materials in the circulating collection is the dates stamped in the materials, so you may want to collect information with this along with your shelf examination. (Where all such records are lacking, you may have to rely on physical evidence of use - and include a better plan for studying use in Part B - see IIB,1 below.) Which materials are in demand, and which not?

NOW SUM THIS ALL UP: Evaluate your collection, based on your shelf examination and analysis of use. Be sure to mention any problems in gathering or interpreting data. Write up your evaluation as a four to eight page paper (double-spaced). Hand it in or submit it electronically (as an .rtf file attached to an email message sent to the instructor at kellek@cua.edu) up to 10 PM Tuesday.

Project II - COLLECTION EVALUATION, PART 2 (due)20% of the grade:

1. Develop a plan for evaluating community information needs relevant to your collection (you must continue with the same collection used for Part A). Remember to include a means of studying use if circulation or equivalent (e.g., date stamp) use records were lacking in doing Part 1.
2. Identify the most appropriate bibliography or list of recommended materials on your subject that you can find, and justify your decision. (The ideal bibliography is up to date, reflects current information needs and assessments of material currently available, and is appropriate to the collection size and the nature of the community served. Ideal bibliographies are rarely available - do the best you can, just as you'd have to do on the job - but be sure to mention other candidates, explain why you feel the one you chose was best, and briefly assess the strengths and weaknesses of the bibliography or list you used.)
3. Evaluate your collection by checking your bibliography against it. Don't worry about where something is shelved - if a work in the bibliography is owned by your library, it counts, whether it was cataloged into your collection or not. See how many of the listed works you have, and look for any patterns in what you do and don't have (e.g., all the recommended books on Europe but far fewer on Asia or Africa). Remember to check the bibliography against the library's full collection - which items are owned, no matter where they are housed - and not the collection against the bibliography (whether individual items in your collection are listed in standard bibliographies or not is irrelevant).
4. Compare and contrast what you learned in step 3 of Part 2 (the bibliography check) to what you learned in step 3 (shelf examination) and in step 4 (analysis of use) of Part 1. What does each approach tell you that the others don't? Do you think that all three together give you a complete evaluation of your collection - or do some questions still remain?

NOW SUM THIS ALL UP: Present your plan for evaluating information needs - and where needed, your plan for studying use. Explain how you chose your list or bibliography of recommended books (and why it's the best choice for your collection). Then discuss your collection's quality, based on results of checking your bibliography or list against the collection. Be sure to mention any problems - in developing a plan, in selecting a bibliography, or in gathering or interpreting data - and to include a few pages comparing and contrasting the three different approaches to evaluation (shelf examination, analysis of use, bibliography check) - how do the problems in implementing them, as well as the results, compare? Write this up your evaluation as a five to ten page paper (double-spaced). Hand it in or submit it electronically (in the Blackboard classroom or as an .rtf file attached to an email message to the instructor at kelleyk@cua.edu up to 10 PM on Thursday, .).

Project III: Part 1: EVALUATING COLLECTION DEVELOPMENT POLICIES
(10% of the final grade)
(due)

Purpose: To critically evaluate collection development policies in libraries and information centers.

1. Select two collection development policies to examine. Preferably, the policies selected should be in the same area (e.g., special, public, academic) as the collection policy you are developing in Part 2 of this project. These policies may be ones from an actual library OR you may select them from http://www.acqweb.org/cd_policy.html. Examine

- the two collections critically. In a five-seven (5-7) page paper, provide an analysis of the policies you selected that includes answers to the following questions:
2. Issues to consider as you prepare the paper:
 - a. What type of policy is it?
 1. Is it primarily narrative?
 2. Does it include class analysis?
 3. Is it a combination of both types?
 - b. How thorough is the policy?
 1. Does it include all of the elements of a comprehensive collection development policy?
 2. What are the primary elements of the policy?
 3. Do these appear to be the most important elements and is it comprehensive in coverage of the elements of a policy?
 - c. Does it cover the entirety of materials collected in the collection or does it exclude certain materials (or remain silent on these materials?)
 - d. Is the policy clear and readable?
 - e. Does it appear to be regularly updated?
 - f. Does it appear to be informative and useful?
 - g. Does it lack any information that would be useful to have as a library staff member? Patron?
 - h. Who appears to be the audience for the policy?
 - i. Does the policy indicate how often it is updated or how it is updated and by whom?
 3. After you consider the above questions, evaluate the collection development policy, draw some conclusions about the policy and be sure to highlight which of the two policies is better and explain why. If you believe the policies could be improved, explain how they could be improved and what you would do to improve the policies.

Project III: Part 2: CREATING A COLLECTION DEVELOPMENT POLICY
(25% of the final grade)
(due)

Purpose:

To develop a collection development policy for a library or information center. Please select **one** of the two scenarios provided below (or obtain the instructor's permission to do an alternative library or information organizational type) to guide your group as you create a collection development policy. This is a group project. Groups will be established on the fourth week of the semester. Once established, group members need to introduce themselves to one another and find an opportunity to get together to discuss the project and your group's approach to completing the project. The Blackboard classroom site is one location where you can collaborate and work together if getting together in person poses problems.

As your group discusses how to approach the collection development policy assignment, remember the basic elements that exist in any collection development policy are as follows:

1. An introduction
2. A statement of the mission, vision and goals for the library
3. A description of the community served

4. A statement of the people/process for developing the collection
5. An intellectual freedom statement
6. The source of funds used to develop the collection, including formulas, when relevant that guide spending for the library
7. The selection priorities, procedures for the library including what is collected, what is *not* collected, who the collection is intended to serve and how the library addresses deficiencies in the collection also. This likely the heart of the document and should provide a clear understanding for the reader of the library's approach to collection development. It is especially important to discuss all types of materials in the collection and if relevant, provide a special section on the collection policy for electronic collections.
8. A description of any special collections and the priorities and procedures for collection for these materials.
9. The library's approach to weeding material in the collection and how the library disposes of materials once they are no longer relevant/useful in the collection.
10. A section stating the library's acceptance of gifts and donations, how the library will approach gifts and whether the gifts become the property of the library.
11. A description of any cooperative relationships maintained by the library
12. The library's approach to handling complaints and challenges to the collection.

Be sure your group is considering the above elements as you select your approach to developing a collection development policy. Further, that you consider the issues that arose when you examined, and evaluated, a collection development policy in the Part A of this assignment. To begin, select one of the library scenarios provided below and let the instructor know which library scenario, #1 or #2, (or an approved alternative) you will use as the basis for formulating your collection development policy.

There are three basic models for a collection development policy: the classed analysis, narrative, or a combination of elements from these two basic models. Further, e-collections are typically incorporated into the collection development policy to some extent.

POTENTIAL SCENARIOS

Scenario I:

Cook County Public Library

The Cook County Public Library is located in a small southern town of approximately 10,000. It is a member of a regional public library network of fourteen public libraries, each serving towns of similar size. The libraries in the network share a union online catalog and have twice-weekly courier service between the libraries. The Cook County Library has a collection of 30,000 volumes and 120 current subscriptions. The network of public libraries for the region also provides patron access to approximately 25 databases which include reader advisory databases and basic reference databases that are chosen by the representatives from each library in collaboration with their colleagues. The libraries in the network have a formula for the sharing of the costs of providing the databases to the counties' residents. The library has a small special collection of historic maps from the region and a collection focusing on the works of local authors from the area. There are four terminals in the library that provide access to the union catalog, the Internet, and the databases provided through the network. The databases offered include OCLC's WorldCat, Masterfile Premier, HealthSource Consumer Edition, Novelist, and Gale Legal Forms.

The Cook County Library has a full-time professional librarian, Matthew Boyd, who reports to the town's library board and manages the library. He has 3.5 full-time staff members, none of whom have the graduate library degree. One staff member serves as the children's library staff member for programming and selection. Matthew is responsible for selecting all of the other materials.

The annual materials budget is \$45,000 of which \$12,000 is spent on serials and \$10,000 is spent on databases and the rest is dedicated to book purchasing. The population in Cook County is growing rapidly and Matthew Boyd has successfully obtained permission to expand the size of the Cook County Library. However, the timeline for the newly expanded branch will take 7-10 years. In the meantime, the Cook County Branch is rapidly running out of space and needs to send materials to a storage facility, shared by the network, in order to allow for increased space to a cramped, but heavily used children's collection. In addition, Matthew's library board wants the Cook County Library to serve as the focus of support for services to the elderly and disabled, in addition to its role in serving the general user population at the branch. There are funds under consideration to support this effort, the current amount varies between \$7,000 - \$10,000 over a three year period.

The Cook County Library is the main library used by the local public schools. There are three schools nearby to the branch of which one is a private, religious school that lacks a library entirely. As a result, Cook County regularly receives lists of materials needed to support the students in both the public and private institutions in close proximity. Often, the students depend on the public library to provide support for their school projects. In addition, there is growth in the County in the assisted living market. Cook County recently became the location of two, new assisted living facilities because of the availability of the tri-county hospital located near the library.

Cook County is the county seat, contains the County Courthouse, the hospital for three counties, and the jail. The primary source of income is farming. However, the community is not far from a major city and is rapidly becoming a bedroom community with a large commuter population.

Scenario II:

Forest College

Forest College is a small liberal arts college located in a Groversville, Ohio. Groversville is an extremely remote location (to this day) where the founders, ministers of a religious denomination, believed the students could be focused on education without distractions. In 150 years, the library has amassed a collection of approximately 650,000 volumes, 600 current serial subscriptions, and 140 databases. The library's budget for collection development is \$1,600,000 dollars of which a third is from endowment income because the donors wanted to encourage buying in specific areas such as American Literature, an area of excellence for the College. There is also an endowment of \$50,000 to purchase books for entertainment; a donor provided the endowment to ensure students had reading material for relaxation in addition to their school-related reading. The rise in serials prices caused the College to curtail their book buying to continue to cover the cost of the serials in the collection and slowed purchasing of serials titles to the extent that the College no longer buys a new title without first dropping a current title in the collection. There have been no substantial increases in the library's budget in the previous 10 years. Each academic discipline has a faculty member who has a materials budget to purchase books or other one-time purchases provided from the library's budget. There are five librarians in

the library with selection responsibility for the disciplines. The librarians have their own budget for selection in addition to the funds spent by the faculty member within the department. In the event the faculty member does not purchase materials from his/her budget, the librarian may also spend those funds. There are often funds left over from the faculty because they claim they do not need books but access to serials of importance to their discipline. There are 21 disciplines in the College and four programs such as women's studies, environmental studies, Afro-American studies and medieval studies (these programs are not majors but do lead to a certificate in association with obtaining the baccalaureate degree). Developing new programs is one mechanism the College uses to be competitive and demonstrate relevance to a changing society and student interests.

The library has an archives and special collections. The areas of collection are first editions and 19th century American writers. There is a collection of government documents that takes up roughly one third of the floors of the library. However, the library has not been a Federal repository since 1878. The library building was erected in the 1960s but there have never been any additions to the library and so by 2010 it will be full to capacity. There is no off-site storage for the library and there are no current plans to expand the library's physical space. There are 2000 students and 140 full-time faculty. The institution is a highly-selective liberal arts college and as a result, students are highly motivated and 40% go on to obtain a Ph.D. and teach at other colleges or universities. In addition, the college's library is the main library serving the local community. This includes having substantial non-credit summer programs which offer on-site housing and use of the library. These summer programs focus on a music festival and a nationally acclaimed writing program lead by one of Forest College's faculty who is an internationally acclaimed writer. The primary economy for the local community is tourism and agriculture. The College is a major employer for the area. The primary audience for the library's collection, in the view of the Library Director, is the students and faculty of the college. One of the space issues is that the library is the only place on campus where students can work in groups and so space in the library is extremely popular and students spend a significant amount of time in the library working in small groups.

The Forest College library is part of two consortiums. One is a group of colleges in the region, most of which are less well funded than the Forest College library. The second group is a consortium that covers a larger area and the colleges in this group are of similar size. In the second consortium the libraries share a common union catalog. There are also shared databases that are purchased to serve the member libraries. The purchases are supported by the consortium members through a formula based on the library's materials budget and size of the faculty and students served.

Process for Developing the Collection Policy:

1. Decide on which scenario (above or an approved alternative) you will use as the basis for developing your collection development policy.
2. Decide which type of policy document style you want to use. Select narrative, class analysis or a combination of both. Be sure to include a justification for your choice of approach for your collection development policy. Why did you select this type of model? What are the advantages or disadvantages of this model? Is this model more or less useful for this type of library?
3. Develop an outline of the policy for review and feedback by the instructor. Be sure to consider which elements to include in the policy and further, which elements to *exclude*.

- Discuss what other policies need to be formulated in addition to the policy you are developing.
4. Discuss which stakeholders should be consulted in formulating the collection development policy.
 5. Provide information on what fund lines and sub-accounts that would be in the budget and defend those selections based on the policy and support of the purposes of the policy.
 6. Decide the audience for your collection development policy.
 7. Describe the likely approval process the policy will go through to be formally approved and implemented.
 8. Develop the policy itself considering the above items in the process of policy formulation for final submission of your collection development policy.

Project III: Part 3:

5% of final grade

(due)

Group presentation for Project III: The Collection Development Policy. Develop a PowerPoint slide presentation on the collection development policy you created and the process you went through to develop the policy. Prepare to give a presentation for your colleagues where you talk about the elements you considered, and discuss the questions provided above in Part 2. Discuss what you learned, what you think went well and what you thought did not go as well as desired. Discuss how this project affected your perspective on developing a collection development policy and what you would do the same (or differently in the future). Post the PowerPoint slides, and your analysis of the process of developing the collection development policy in the discussion section of the online classroom in Blackboard by 10:00 PM EDT April

Formatting of your assignments.

- If you are submitting hard copy work, securely fasten together any papers that are more than 1 page.
- Place your name(s) and the assignment name and assignment number on the first page.
- Minimum margins are 1 ¼” left and 1” top, bottom, and 1 ¼” right.
- Use double-spaced line spacing, or space and a half, not single-spaced.
- Submitted work must have a professional appearance and may not be handwritten.
- *Any work submitted with numerous grammatical errors will result in penalty. Don't give me your first draft.* I will know it is the first draft. Be sure to edit, revise, and provide me with a clean copy of your work. This is expected in your professional life, provide me the same courtesy.

Participation & Conduct:

- *Attendance and participation online is mandatory.* Attendance and online participation is required, in keeping with university policy. Your participation grade will drop by 1 point for every absence after 1 missed class. Failure to participate in online discussions or online assignments will also lower the participation grade for this course by five (5) points for each missed participation or assignment in the online classroom.
- *Late work.* Assignments are due on the date by 10:00 PM EDT. Assignments turned in after the due date/time without prior approval will be penalized 10% for each 24-hour period that it is late. Assignments that are over 3 days late will NOT be accepted unless arrangements have been made with me. I encourage you to consult with me about any special circumstances that will affect your ability to finish your assignments or turn in your assignments on time.
- *Makeup work.* If a student has a legitimate reason, such as a family emergency, I will consider allowing makeup work. The amount and nature of the work is up to me and will be graded by the end of the semester.
- *Arrive on time.* Chronic lateness can negatively affect class participation grades.
- *Behave respectfully.* Students are expected to behave respectfully while in class and in online discussions. Participation grades will reflect a student's maturity level and professionalism, and whether the student actively participates in class discussions. Students are expected to follow netiquette and demonstrate thoughtfulness and consideration of others in their email, forum, blog or wiki communications.
- *No phone calls during class.* Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session.
- *No grade discussions in class.* I cannot adequately discuss grades in class. First consider why I deducted points. If you still disagree, explain your disagreement in a private e-mail to me only. I will also meet to discuss with you if you continue to have issues with the grade(s).

Campus Resources for student support:

Academic Tutoring and Learning Assistance Service (ATLAS) <http://counseling.cua.edu/atlas/>

101 O'Boyle Hall
Phone: (202) 319-5018

CUA Counseling Center
<http://counseling.cua.edu/services/>
127 O'Boyle Hall
Phone: (202) 319-5765

Mullen Library
<http://libraries.cua.edu/welcome.html>
Phone: (202) 319-5070

Office of Career Services
<http://careers.cua.edu/>

Syllabus changes:

I reserve the right to make changes to this syllabus if circumstances warrant such change. All changes will be provided to students in writing either in a handout in class or via the Blackboard classroom for this course.