S502 Collection Development and Management
Fall 2012

Instructors: Marilyn Irwin and Barbara Albee

Readings:
- Other required readings are marked with an asterisk (*).
- Recommended readings will also be listed. Students should read items from the list and other materials that best fit their preferred type of library.

Objectives. Collection Development and Management examines the principles and techniques that guide the development, management, and evaluation of library collections and the selection of materials in various types of libraries. The course provides students with experience in the major phases involved in starting and developing collections of print and non-print materials: the formulation of collection development plans, the selection of materials in accordance with an institution’s plan, and the evaluation of library collections. It enables students to recognize and respond to challenges and opportunities of special interest to collection developers: intellectual freedom, new information formats, copyright, and resource sharing.

Academic Honesty. Academic (e.g. plagiarism) and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct (http://www.dsa.indiana.edu/Code). It is your responsibility to properly cite your sources. The intellectual property of others that is used and not properly cited will result in a failing grade in that assignment and could result in dismissal from the program.

Commitment. Graduate students are expected to complete at least three hours outside class for each hour in class. For a web-based class, that works out to a MINIMUM of twelve hours a week committed to this course.

Internet Access. Because this is a web-based class, it is assumed that every student has daily, reliable, high speed internet access. Lack of access WILL NOT be accepted as an excuse for timely participation or late assignments.

Americans with Disabilities Act. Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317/274-3241. Visit http://aes.iupui.edu/ for more information.

Assignments. Follow directions, suggested formats, page and word limits. Use a 12 point font. Documents should be in Word or RTF format. Proofread. Attach all written
assignments in the specified Oncourse Forums or Assignments folder. All assignments are due by midnight on the date they are due. Points will be taken off for late assignments.

**Query.** Pick a library of a type in which you are interested. In a large institution, focus your inquiry on a particular part of the collection. If you have any questions or problems with your selection, contact Marilyn Irwin. Contact the library, in person, by phone, by email or on the Web, to learn about its collection development policy. Try to determine whether the institution has a collection development plan, how it was formulated, and what it includes. If possible, obtain a copy of its plan. Write no more than one single-spaced page summarizing your findings.

- Aug. 26 Inform Marilyn Irwin of library to be used for Query assignment via Oncourse Messages
- Sept. 9 Submit paper to Query in Assignments.

**Collection Development Plan.** Pick a type of library for which you are to formulate a collection development plan. The library should match your career goal. Select a subject area (a topic, not genre or format) that will be the focus of your plan. Limit the size of your project by choosing an appropriate single subject area within a library based on the size of the collection (e.g., science in a school library, the French Revolution in a large academic library).

Your policy need not be for an existing library, but may be inspired by a real library. For purposes of the assignment, the library and locale should be given fictional names, although it may be based on a real community and should be located in a real state. Your plan, to be formulated over the semester, should include these elements:

- **A one paragraph** description of the library (fictional name, age, size, funding source, i.e. public or private, governance [elected or appointed public library board, for example], organizational structure [to whom does librarian report?], clientele, and location [fictional city, real state]. Draft its mission statement. (CDP1)
- A statement of your library’s intellectual freedom policies and its procedures for handling challenges to material in its collection. Design a challenge form. (CDP2)
- A statement of the institution’s collecting policies in the area of your subject specialty. These should include, for this subject area, the staff member (by position) responsible for collecting, the current strength of holdings, the level of desired collecting activity, selection/deselection criteria for this subject, and the policies for retrospective acquisitions, formats, and gifts. Include a list of resources (major bibliographies, lists, reviewing sources, organizations and websites) to guide selection in this subject with brief descriptive information. Include criteria for links to useful websites in your subject area. (CDP3)
- **Evaluation:** Formulate three specific questions you would like to ask about the collection itself or its usage, with a few appropriate ways you propose to find the answers. **Resource sharing:** Describe possible arrangements by which your library will share materials on this topic with other institutions in your locality or with holdings in the same subject area. Attach the Evaluation and Resource Sharing components to the other three CDP assignments, and submit all. (CDP4)
On each date, attach the plan section in the appropriate Oncourse Assignments folder.

Sept. 9 Inform Barbara Albee of the type of library or subject area you have chosen for your plan via Oncourse Messages
Sept. 30 Institutional description, draft mission statement (CDP1)
Oct. 21 Intellectual freedom policy, challenge form (CDP2)
Nov. 4 Collection development policies, selection tools in your subject area (CDP3)
Dec. 2 Entire collection development plan including collection evaluation and resource sharing in your subject area (CDP4)

The lessons will address each part of the collection development policy. You will receive specific feedback on the description of your institution and the policies for your subject area. Guidelines for intellectual freedom policies and for your plan are included at end of this syllabus. Students are encouraged to contact Barbara Albee with specific questions about their plans.

NOTE: Students admitted to the SLIS program beginning fall 2011 and forward are required to complete the electronic portfolio. In the Oncourse-based e-portfolio, you are asked to upload materials from courses to address each of the MLS program goals. The full collection development plan submitted as CDP4 would be an option for you to submit under the “Developing and Managing Library Collections” goal area.

Book Review. Using Book Review Digest Retro, select a work published before 1995 in the subject area of your collection development plan with at least two reviews.

- **Part I:** Using the reviews and your own reading of the book, write a review of no more than 400 words focusing on the work itself. Summarize its contents, identify its strengths and weaknesses, and evaluate its usefulness for its intended audience. Try to write using only information known at the time of publication.

- **Part II:** After writing your review, address these questions: Would you have acquired the volume at the time of publication? Explain why. What has happened to the book since? Is it still in print? Has it appeared on any standard lists? Have other books on the same subject been published since? Would you want it in your collection now? Explain why or why not. Include full citations for the book reviewed and reviews consulted. Limit this discussion to two double-spaced pages.

Sept. 16 Report title to Barbara Albee via Oncourse Messages

Discussion. To encourage students to engage in course materials and interact with class colleagues, lesson discussions will be set up in Forums. Questions with specified due dates will be posted in the Discussion Forum with each lesson. Students are asked to respond and reflect with support from class materials for their entries. For each lesson, all students should submit an initial posting and an additional response within same
A thread that demonstrates interaction with the message from another classmate. “I agree” or other responses lacking content will not count. Grades will be lowered if the entries are bunched at the end of the assignment period which minimizes the function of the discussion. Concise (100 to 400 words), focused, quality posts are more valued than the quantity of posts. A quality posting may include some of the following characteristics:

- Demonstrates interaction with messages from other classmates
- References professional literature (assigned readings, additional relevant materials)
- Recommends a resource or application that helps a fellow student gain more understanding or use of the issues discussed
- With support and logic, counters something found in the lecture, professional literature, or what a fellow student has stated

Participation will be evaluated based on the number of entries (minimum of two per question), depth of comments (not just, “I agree with what John said.”), and range of resources cited to support your comments.

### Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Where to Post</th>
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<tr>
<td>Discussion</td>
<td>22</td>
<td>Noted in Lessons</td>
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<tr>
<td>ID library for Query Assignment</td>
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<td>Query Assignment</td>
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<td>ID library type and subject for CDP</td>
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<td>ID title for Book Review Assignment</td>
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### Grading:

- A 95-100
- A- 91-94
- B+ 88-90
- B 84-87
- B- 80-83
- C+ 76-79
- C 73-75
- C- or lower, below 73

Points will be taken off for assignments that do not use standard English syntax and grammar, don’t cite sources, or are turned in late.
THE SLIS GRADING POLICY:

A (4.0) Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- (3.7) Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ (3.3) Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B (3.0) Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- (2.7) Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ (2.3) Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C (2.0) Failing. Student may continue in the program only with permission of the dean.

C- (1.7) Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree;

D+ (1.3) for the course to count toward the degree, the student must repeat the course with a passing grade.

F (0.0) Failing. Student may continue in the program only with permission of the dean.

Course Outline:

Aug. 20: Lesson 1, Overview/Context

Readings:
- Text – Ch. 1, 2.
- Visit these websites: www.inspire.net; www.in.gov/library

Assignments:
- Lesson 1 Discussion Forum by Aug. 26
- Submit identity of library/bookstore for Query assignment to Marilyn Irwin via Messages by Aug. 26
Aug. 27: Lesson 2, Collection Development Planning

Readings:

- Text – Ch. 3

Assignments:

- Lesson 2 Discussion Forum by Sept. 9
- Submit Query assignment to Query in Assignments by Sept. 9
- Via Oncourse Messages, tell Barbara Albee the type of library or subject area for plan by Sept. 9

Sept. 3: No Lesson Materials (Labor Day week)

Sept. 10: Lesson 3, Selection

Readings:

- Text – Ch. 4


Assignments:
• Lesson 3 Discussion Forum by Sept. 16
• Via Oncourse Messages, tell Barbara Albee the title of item for Book Review assignment by Sept. 16

Sept. 17: Lesson 4, Censorship

Readings:
• * ALA Library Bill of Rights (http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm);

• * ALA Freedom to Read Statement (www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm);

• * ALA About Banned & Challenged Books (http://www.ala.org/ala/issuesadvocacy/banned/aboutbannedbooks/index.cfm);

• * ALA Challenges to Library Materials (www.ala.org/ala/issuesadvocacy/banned/challengeslibrarymaterials/index.cfm);

• * ALA Office for Intellectual Freedom. 2010. [Current information, statements, and policies] http://www.ala.org/ala/aboutala/offices/oif/index.cfm


Assignments:
• Lesson 4 Discussion Forum by Sept. 23

Sept. 24: Lesson 5, Formats

Readings:
• Neary, L. (2010, December 15). Kids’ books make the leap off the page and online. Morning Edition. [link to article]

Assignments:
• Lesson 5 Discussion Forum by Sept. 30
• Submit the first collection development plan assignment (CDP1) to CDP1 in Assignments by Sept. 30

Oct. 1: Lesson 6, Electronic Resources & Vendors

Readings:
• McNair, E. (2012). Print to digital: opportunities for choice. Library Media Connection, 30(6), 28-30
• Wittenbach, S., & Hughes, J. (2003). Everything you always wanted to know about electronic journals but were afraid to ask. Serials Librarian, 44(1-2), 11–24.

Assignments:
• Lesson 6 Discussion Forum by Oct. 7

Oct. 8: Lesson 7, Budgeting
Readings:

Assignments:
• Lesson 7 Discussion Forum by Oct. 21.
• Submit the second collection development plan assignment (CDP2) to CDP2 in Assignments by Oct. 21

Oct. 15: No Lesson – Fall Break

Oct. 22: Lesson 8, Deselection
Readings:
• Text – Ch. 5

Assignments:
• Lesson 8 Discussion Forum by Oct. 28
• Submit your book review to Book Review in Assignments by Oct. 28

Oct. 29: Lesson 9, Evaluation
Readings:
• Text – Ch. 7

Assignments:
• Lesson 9 Discussion Forum by Nov. 4
• Submit the third collection development plan assignment (CDP3) to CDP3 in Assignments by Nov. 4

Nov. 5: Lesson 10, Resource Sharing
Readings:
• Text – Ch. 8

Assignments:
• Lesson 10 Discussion Forum by Nov. 11

Nov. 12: No Lesson – Indiana Library Federation Conference
Assignments:

Nov. 19: No Lesson – Thanksgiving Week

Nov. 26: Lesson 11, Future Trends/Copyright
Readings:
• Text – Ch. 9


Assignments:
- Lesson 11 Discussion Forum by Dec. 2
- Submit the fourth collection development plan assignment (CDP4) to CDP4 in Assignments by Dec. 2

**Dec. 3: Wrap Up**

Assignment:
- Please complete course evaluation by Dec. 9. Your input will help improve the course.

Barbara Albee’s S632 Technical Services class will have following guest speakers who might be of interest to students in S502. Each presentation will be in UL0110 from 9:30 am -12:10 pm. Attendance is not required. Please notify Barbara if you plan to attend.

- Oct. 19 David Hamilton from Springer to talk about the Publishing/Licensing in the e-resources world.
- Dec. 7 Fritz Dolak from the Ball State Copyright Center to talk about copyright issues.
GUIDELINES FOR COLLECTION DEVELOPMENT PLAN

Follow instructions
- Include all elements in plan
- Proofread work
- Use care and pay attention to details

Elements beyond compliance with the basic requirements of the assignment that contribute to a higher grade on your plan:
- Complexity of topic—Interdisciplinary topics, for example, are more complex
- Depth of detail—The number and quality of resources included in the Subject Description are important here
- Imagination
- Initiative
- Originality
- Relevance—A clear focus on your institution and topic are key to relevance.
- Presentation—Added features to make your plan look like an official document and to reflect your library’s identity.

CRITERIA

Format
- Consistent format
- Ease of use. Beware of elaborate numbering schemes that might be difficult to revise.
- Consider subheadings, bullets, table of contents

Substance
- Consistent substance
- Coherence—How well are the parts connected?
- Thoroughness
- Appropriateness of policies to specific library

Plan Itself
- Review instructions in syllabus.
- Description. Name, age, size, mission, clientele, location (fictionalized community but real state), funding source, governance, affiliation
- Intellectual freedom policies, procedure. Statement of library philosophy and values; reconsideration form should be easy to understand/explain. Watch for tone, clarity, contact information. Review procedure should be simple, fair, fast. Include date policy adopted and by whom. Refer to text of documents like the Library Bill of Rights being in appendix, include URLs. What do these policies and procedures convey about your library?
• **Subject area.** Current strength, desired strength; scope of collection, selection/weeding criteria, retrospective policy, formats, gift policy, tools: major bibliographies-brief descriptive information, lists, reviewing sources-subject specific; responsibility for collection development in this subject area; institutional and online resources—organizations and websites related to your topic.

• **Evaluation of your subject area.** Methods to determine whether or not your collection is meeting the goals set for it in terms of collection depth and/or user satisfaction. What questions do you want answered about your collection? Not a list but a few methods that are appropriate for what you want to learn about your collection and its use. Both weeding and evaluation should be related to your library’s mission and the desired strength of your collection.

• **Resource Sharing.** Possible opportunities for sharing resources in your subject area with libraries nearby (of the same or different types) and other libraries with materials in your subject

• Be mindful of voice and tense: Active, descriptive voice rather than passive; present or future tense

• Audience: To whom is this document directed? Staff? Public? Both?

• Whatever choices you make, be consistent.
GUIDELINES FOR INTELLECTUAL FREEDOM POLICY: 
VALUES, PROCEDURE, AND CHALLENGE FORM

Policy should include:
• Statement of the library’s commitment to intellectual freedom, including references to documents endorsed by the library
• Written procedures that will be followed when a patron submits a formal concern about an item in the library’s collection
• Form on which a patron is to submit an expression of concern that will begin the formal review procedure

Consider whether your library’s statement, procedures, and form are
• Clear (Free of jargon, mysterious acronyms?)
• Simple (Can you explain it easily to a patron?)
• Fair (especially the composition of any review or appeal committee)
• Consistent
• Approved (Has the library board endorsed it? Include date)
• Easy (What are you asking your complaining patron to do?)
• Expeditious (Is it speedy, efficient?)
• Educational (Does it help the patron understand what intellectual freedom is all about?)
• User friendly (What message does it convey?)

Be sure the form is a free standing document with appropriate contact information, including the library’s name, address, phone number and URL.