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Office hours:  
- Mondays 1:00-4:00 (face-to-face office hours)  
- Wednesdays 10:00-12:00 (virtual office hours: BLS Office Hours Chat and/or Skype-id:dhsinn)

Course Description  
This course is a survey of theoretical and practical aspects of the selection, acquisition, evaluation, and management of resources to meet the information needs of clientele in libraries and other information institutions. The course covers a variety of related issues to collection management, including analysis of information needs, criteria for selection, publishing trends, electronic access, resource sharing, outsourcing, collection evaluation and preservation, and useful resources for collection development.

Course Objectives  
- to introduce the principles and techniques of collection development and management in various information centers;  
- to recognize the problems and challenges of collection development and management;  
- to survey methods for analyzing and evaluating collections;  
- to familiarize techniques and tools for selecting and deselecting materials;  
- to understand the opportunities and challenges posed by electronic materials; and  
- to introduce current research pertaining to collection development and management.

Course design and teaching methodologies  
This is an online course which will be delivered through the Blackboard Learning System (BLS). Each module will consist of readings, reading questions, lecture notes (ppt slides), class exercises/discussions, and additional resources. Students are required to read and watch assigned materials and to participate in course activities in each module. Each modules activities, such as discussions and exercises should be asynchronously participated within time provided for a module (two weeks). Supplemental readings may be added.

Course Learning Activities and Evaluation Guidelines  
Below are descriptions of the activities you will engage in during this course. Please note that this is NOT a self-paced course. For most tasks and assignments, you will have a window of time, from 2 weeks to 5 weeks, to complete a task.
The course is graded out of 100 points. Your grade will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journals</td>
<td>3</td>
<td>18 (3x6)</td>
</tr>
<tr>
<td>Module Exercises/Discussions</td>
<td>2</td>
<td>12 (2x6)</td>
</tr>
<tr>
<td>Collection Policy Assignment</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Serial Cancellation Project</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Collection Development Proposal</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
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</table>

All content for this course will be delivered through your course textbook and additional readings. At the start of each unit, you will need to read the assigned chapter(s) and articles.

Each module has **Reading Journal**. Reading journal is to guide you to find important concepts and ideas from the readings. There will be reading questions and you will have to find answers to the questions from assigned readings. For some questions, you may synthesize multiple readings to answer. For other questions, you may develop your own thoughts based on readings.

Based on the readings and other materials, you need to participate in module exercises or discussions. Module exercises are straightforward as you need to follow the instruction and answer the questions. Module discussions will be conducted as class. You will have to post at least one original post and two comments to others’ posts. Only “active participation” will be counted in grades. Please see the **Discussion Rubric** for criteria and qualities for “active participation.” Please respond to other classmates’ responses to facilitate a sense of community.

You will find many materials to help you understand course content in each module. This includes assigned readings, lecture notes, related video clips, further readings, etc. These materials are selected to help you identify key terms, concepts, and important applications. If you find any concepts or material to be unclear, you can create a post for assistance in the **Ask a Question** forum. A classmate or the instructor will respond to your inquiry there.

In addition to each module’s grading activities (**Reading Journal** and **Module Exercises/Discussions**), there are three written assignments. Each grading component will be assessed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>How it will be evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journal (due each module)</td>
<td>Students will find answers to reading questions in each module’s journal. These questions are to guide students’ reading for important content.</td>
<td>Responses to all reading questions are worth 3 points each module. Students can use this assignment to make notes on readings for themselves. There will be no specific ways to do this: bullet points,</td>
</tr>
</tbody>
</table>
Module Exercises/Discussions (due each module) | During each grading module, there are exercises and/or case study discussions. | In order to earn full credit (2 points each module), you must actively participate in each activity (exercise and/or discussion). For discussions, you need create at least one active post per discussion question and two responses to other member’s post. For some discussion questions, there are no clear right and wrong answers. In this case, you will have to justify your answers with reasonable inferences. * Please see the Discussion Rubric. |

Collection Policy Assignment (due 9/25) | Students will examine three collection development policies from the same type of libraries. Students will compare and contrast these policies for clarity, content, flexibility and overall usefulness. | Total of 10 points. Points awarded for depth and scope of analysis and critique, clarity, writing style, organization, and bibliographic sources consulted. |

Serial Cancellation Project (due 10/23) | This assignment is to ensure that students understand the use and value of obtrusive and unobtrusive measures in selecting and canceling journal subscriptions. Canceling journals will require to consider many factors, such as research trends in the studied field, users of journals and their scholarly patterns, resource sharing opportunities, etc. | Total of 30 points. Grading of this assignment will be based on evidence of critical thinking, comprehensiveness of your research and reporting of the evaluation of journals and consideration of important factors as well as organization and clarity in your writing and reporting. |

Collection Development Proposal (due 12/11) | This is an opportunity to conduct a simulated selection exercise. The exercise requires students to utilize appropriate selection tools for a library setting and a subject area while simultaneously considering variables such as user needs, collection development policies, intellectual freedom concerns, problems with selection tools, and costs. | Total of 30 points. Grades will be based on the quality of resources selected, rationales for community needs and other local factors, critical analysis of selection tools, and well planned budgets according to collection development policy. |

NOTE: All assignments for this course will be submitted electronically through BLS unless otherwise instructed. Submission through email will not be accepted. 

Assignments
Instructions for assignments will be available a few weeks prior to the due date. Criteria used for evaluating written assignments include:

1. Comprehension of the topic or area under study, reflected in the content of the work (complete and correct).
2. Inclusion of information relevant to the assignment, following instructions.
3. Ability to communicate ideas clearly, logically, in a well organized, rational and interesting manner, easily read and understood.
4. Evidence of use of critical thinking, analysis, reflection, and creativity.
5. Evidence of careful editing: free from grammatical errors; visually clear and easy to follow.

Grades Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>A (95-100%)</td>
<td>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.</td>
</tr>
<tr>
<td>A- (90-94.5%)</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+ (87-89.5%)</td>
<td>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.</td>
</tr>
<tr>
<td>B (84-86.5%)</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level.</td>
</tr>
<tr>
<td>B- (80-83.5%)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ (77-79.5%)</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C (73-76.5%)</td>
<td></td>
</tr>
<tr>
<td>C- (70-72.5%)</td>
<td>Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.</td>
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<tr>
<td>D+ (67-69.5%)</td>
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<tr>
<td>D (63-66.5%)</td>
<td></td>
</tr>
<tr>
<td>D- (60-62.5%)</td>
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<tr>
<td>E</td>
<td>Failing. Student may continue in program only with permission of the Dean.</td>
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Course Exit Competencies

It is expected that upon completion of this course students will be able to:

- discuss appropriate theories and principles to collection development decisions including decisions related to selection/deselection, management, preservation and collection evaluation.
- understand the importance to identify community needs in developing and managing collections;
- describe how to build a community responsive collection using a variety of appropriate selection tools.
- analyze and evaluate collection development policies that reflect a library’s specific context; and
• discuss current trends in collection development such as outsourcing, technological developments and user expectations.

Text

Albitz, Becky, Diane Zabel, and Christine Avery, eds. (2014) Rethinking Collection Development and Management. Santa Barbara, CA: Libraries Unlimited. (We don’t use this book as a whole, but we will read many chapters from it. Those chapters will be available from Blackboard, but you can purchase it if you like. Worth reading every chapter.)

Additional assigned readings (journal articles) are available on BLS.

Suggested Journals for Collection Management topics:

- Acquisitions Librarian
- Advances in Serials Management
- Against the Grain
- Booklist
- Bottom Line: A Financial Magazine for Librarians
- Choice
- Collection Building
- Collection Management Library & Archival Security
- Library acquisitions: Practice & Theory
- Library Collections, Acquisitions, & Technical Services
- Library Journal
- Library Resources & Technical Services
- Publishers Weekly
- School Library Journal
- Serials Librarian
- Serials Review

Course Expectations and Policies
What I expect from you:
An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, the instructor can play a much bigger role in actively directing your learning, since she will see you once a week. In an online course, I have to do a lot more work in designing an appropriate learning environment, so that you can learn at your convenience. Since you are in control, you need to be disciplined enough to stay up to date with the course. The following tips will help you succeed in the course:

Blackboard Login: Log in to BLS every day to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when discussions are due.

Manage your Time: This is a course where you are expected to internalize a broad variety of concepts with your own control. This requires good planning. Good planning allows you to plan
for the unexpected sickness, travel requirements, Internet outages etc. Allow for 8-10 hours per week on this course, which would mean about 2 hours per day for 4 to 5 days of the week. This is no different than a F2F course, where we meet for about 3 hours (class attendance) and you do at least 4-6 hours of work (reading, assignments, etc.) outside the classroom. This is not a class that you can log into once a week and pass!

Keep track of due dates: Use the calendar tool on BLS or other apps of your choice to keep track of due dates. Print out the schedule or the syllabus, and also look for updates on BLS.

What your peers expect from you:
Netiquettes: Please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (within your online course). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected.

Remember that the person receiving your message is someone like you, someone who deserves and appreciates courtesy and respect:
  o Be brief. Succinct, thoughtful messages have the greatest impact.
  o Your messages reflect on YOU. Take time to make sure that you are proud of their form and content.
  o Use descriptive subject headings in e-mail messages.
  o Think about your audience and the relevance of your messages.
  o Be careful with humor and sarcasm; without the voice inflections and body language of face-to-face communication, Internet messages can be easily misinterpreted.
  o When making follow-up comments, summarize the parts of the message to which you are responding.
  o Avoid repeating what has already been said. Needless repetition is ineffective communication.
  o Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

Giving Feedback: This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that all students understand how to provide quality feedback to their peers. Here are a few tips for providing, positive, constructive, and useful feedback to peers:
  o Be empathetic and remember that this environment is a safe place for making mistakes.
  o Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision.
  o Use specific questions, examples, and references to research as a way of making your point.
  o Make your feedback useful by providing suggestions that the individual can understand and use to improve her/his work.

What you can expect from me:
As your instructor, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by

1. having synchronous sessions (office hours: Mondays 1-4, Wednesdays 10-12)
2. replying to questions in the forum/email within 24 to 48 hours
3. and to returning graded course work with feedback within a week from each assignment's due date.

Module time frame
Each module will be studied for two weeks. It starts on Monday and ends on next Sunday (not immediate following Sunday). For example, if a module starts on 9/4 (Mon), students will read, study, and complete module activities from 9/4 (Mon) to 9/17 (Sun). There is a total of 6 modules throughout the semester. Each module's activities can be submitted anytime during this time frame.

Late assignments, make-up work and incompletes:
Late assignment will be marked down (10% per day), unless prior permission has been given by the instructor, in instances of medial or family emergencies. Please notify the instructor in writing of any circumstance accompanying with appropriate documents that will result in a late assignment. Any assignment that is more than 5 days late will not be accepted. If a student has a legitimate reason and documentation, the instructor might allow the student to do makeup work. The amount and nature of the work is up to the instructor’s discretion. It will be graded at the end of the term. No incomplete grades will be given.

Information Science Department Statement on Academic Dishonesty:
The Information Science Department takes academic dishonesty very seriously. Before taking classes within the Information Science Department, you should familiarize yourself with the department’s Academic Dishonesty Policy, available in both the department’s Graduate Handbook and online at http://www.albany.edu/content_images/Academic_Dishonesty.pdf.

It is your responsibility to complete your own work as best as you can in the time provided. Cheating (including sharing your answers with another), plagiarism, submission of the same work for two different classes, working together as a group for assignments designed for individual assessment are serious offenses, and it is the instructor’s responsibility to make sure they do not occur. Anyone suspected of an academic misconduct should expect to have a record of the matter forwarded to the Committee on Academic Misconduct, in accordance with Faculty Rule. Academic misconduct will be punished to the fullest extent possible. Those who found guilty of academic misconduct by the Committee on Academic Misconduct should expect to fail the entire course.

Communication:
I use the Announcements, Class Email, and My Grades features to communicate with you about your progress in the course. When you log into the course, these should be the FIRST areas you check. It is your responsibility to keep up with course communication and to use the Ask a Question forum if you need assistance with the course.
Discussions and Participation:
A significant portion of your grade will be based on your participation in the discussion forums. As a result, we must work to understand what constitutes participation. For the most part, your posts should add to the discussion by bringing in new ideas, asking additional questions from new perspectives, or synthesizing materials. You will be graded based on original contributions and significant feedback and not simply on a count of how many posts you make. The Discussion Rubric is available for specific criteria and qualities for active discussion participation.

Writing:
All posts and papers for this course must be in standard English. Do not use slang or texting abbreviations (i.e., lol). To ensure that the course is easy to navigate and read, use formatting tools (text color, bold, etc) selectively. Capitalize and use complete sentences in your discussion responses and in your paper. You can use bullet lists for listing materials if it makes sense as a way to convey the information. Emoticons are acceptable as long as they are not overly used and help with communication. Do not attach files or images to posts unless they add to the conversation and cannot be summarized in a normal post.

Before submitting work, be sure to proofread your post and make sure that any links that you include are correct. You will not be able to edit your posts after hitting "submit." I recommend you to write your post in a text program (for example, TextEdit, Notepad, and WordPad, but I don't recommend MS-Word because formatting wouldn't work well) and copy/paste it to the BLS.

NOTE: The instructor of this course reserves the right to remove any questionable or offensive material from public areas of this course.

Submission of Work:
All work for this class must be submitted as the assignment states as instructed. Discussions must be made in the appropriate forum, your written assignments must be submitted using the SafeAssign submission tool, etc. I will not accept submission of coursework through any other method. Items that are incorrectly submitted will NOT be graded.

Disabilities:
Please contact me if you have a disability, so we can discuss ways to help you succeed in the course. If you need accommodations that would affect the terms of this syllabus, you will need to provide documentation of your disability.

Syllabus as Contract:
The course syllabus is a contract for the terms and conditions of your participation in this course. If, after reading the syllabus, you are unclear about or do not agree to the terms stated within, please speak with the instructor or withdraw yourself from the course.

Course Schedule
Module 0 (8/21-9/3) Course Overview, Ice Breaker, Introduction to Topic
What is collection development? How does it change according to new technology? What do we see about the collection development in 5 years or in 20 years?

Module Activities:
Ask A Question
Student Survey
Course Overview (First day T/F quiz)

Required Readings:
Chapter 1 The Impact of New Technologies on Collection Development and Management [in Gregory, Collection Development and Management for 21st Century Library Collections].


Module 1 (9/4-9/17) Planning for Collection Development: Community Assessment and Collection Development Policies; Publishing Industry
Community Analysis, Collection analysis, Collection Development Policies-Check list of what needs to be included in a collection development policy, Publishing Industry

Required Readings:


Chapter 3 Collection Development Policies [in Gregory, Collection Development and Management for 21st Century Library Collections].


Recommended Readings:

No Module for the Week of 9/18 (Rosh Hashanah)

Module 2 (9/25-10/8) Collection Development in Academic Libraries; Budgets and Fiscal Management
Collection Policy Analysis Due (9/25)

Required Readings:

Chapter 6 Budgeting and Fiscal Management [in Gregory, Collection Development and Management for 21st Century Library Collections.]

Module 3 (10/9-10/22) Selection and Acquisitions: Process and Tools; Serials and Digital Formats

Required Readings:
Chapter 4 Selection Sources and Processes [in Gregory, Collection Development and Management for 21st Century Library Collections].


Chapter 5 Acquisition [in Gregory, *Collection Development and Management for 21st Century Library Collections*].


Recommended Reading:


Useful Resources:

University of California Berkeley Library, *Critical Evaluation of Resources.*
http://www.lib.berkeley.edu/instruct/guides/evaluation.html


**Module 4 (10/23-11/5) Collection Development in Public Libraries; Vendor-Librarian Relationship; Gifts**

Serials Cancellation Project Due (10/30)
Required Readings:


Recommended Readings:


Module 5. (11/6-11/19) Collaborative Collection Development and Resource Sharing; Intellectual Freedom

Government Documents, Foreign Materials, Alternative Publications, Special Collections, etc.

Required Readings:


Recommended Readings:


Useful Resources:
Collaborative Collections: “South Asian Cooperation” https://www.lib.utexas.edu/collection/south-asian-cooperation


ALA Library Bill of Rights


No Module for the Week of 11/20 (Thanksgiving)

Module 6 (11/27-12/10) Managing and Evaluating a Collection: Deselection; Protecting a collection: Preservation, Disaster Management and recovery

Required Readings:
Chapter 7 Assessment and Evaluation of the Collection, Including Deselection (Weeding) [in Gregory, *Collection Development and Management for 21st Century Library Collections*].


Chapter 11 Preservation [in Gregory, *Collection Development and Management for 21st Century Library Collections*].

Recommended Readings:


Useful Resources:

**Last day of class (12/11) Collection Development Final Project Due**