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, 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 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 reflects a library’s specific context; and
• discuss current trends in collection development such as outsourcing, technological developments and user expectations.

**Course Requirements and Grade Guidelines**
Your final grade will be based on class work, discussion facilitation, and three assignments. They will be weighted as follows:

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<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Attendance, class discussion, and in-class activities</td>
<td>10%</td>
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<tr>
<td>Discussion facilitation</td>
<td>10%</td>
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<td>Collection policy analysis (week 4, 9/21)</td>
<td>20%</td>
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<td>Serials cancellation project (week 9, 10/26)</td>
<td>30%</td>
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<tr>
<td>Developing a collection (final project, 12/7)</td>
<td>30%</td>
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**Class Attendance**
Your in-class performance is key to your success in this course. Student will be expected to be able to discuss the reading assignments and to participate in class discussions.

**Discussion Facilitation**
One or two student facilitators will be appointed for each class session. The facilitators’ responsibilities are to have a thorough understanding of the assigned reading material and to propose discussion questions based on that material. Discussion questions should be posted in the Blackboard at least two days (48 hours) prior to class. Students do not need to prepare a formal presentation but are encouraged to bring in interesting information, case studies, or virtual scenarios for vivid discussions. The main role is to facilitate discussions about the topic they choose. All students should be prepared to participate fully in the discussion. The facilitator gets to choose the topic of discussion based on the day’s topic and should strive to keep the discussion lively and fair. The instructor reserves the right to usurp the discussion as she sees fit.

**Assignments**
Instructions for assignments will be given a few weeks prior to the due date. Criteria used for evaluating written and oral 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.

**Instructional Methods**
This class will incorporate active learning techniques and will require a high level of student participation. There will be a small portion of lecture by the instructor. Every class will revolve around classroom discussions allowing for the exchange of ideas and formulation of questions related to the processes of collection development and management. These discussions will be based on each week’s assigned readings. It is important that you complete the reading so that you will be an informed participant in the discussions.
Additionally, a portion of several classes will be devoted to individual or group exercises. We will also be hosting several guest lecturers. Attendance of each class session is required.

**Course Communication and Blackboard Learning System**
The course syllabus and course materials are available in the Blackboard Learning System (BLS). All communications with the instructor and among students will be made using this tool, including submitting assignments. This will be the most efficient method of communication with the instructor concerning assignments, questions, and readings. Students should check the BLS routinely for each week’s folder and email.

**Course Resources**
*Textbook:*

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

*Related Journals:*
You should familiarize yourselves with the following journals (available at Dewey Library):
- The Acquisitions Librarian
- Against the Grain
- Booklist
- Choice
- Collection Building
- Collection Management
- Library Collections, Acquisitions, & Technical Services
- Library Journal
- Publishers Weekly
- School Library Journal
- The Serials Librarian
- Serials Review

**Course Policies**
*Late assignments and incompletes:*
Late assignment will be marked down (10% down each 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 (such as severe illness or family emergencies) accompanying with appropriate documents that will result in a late assignment. Assignments must be submitted by 11:59 pm of the due day. Any assignment that is more than 5 days late will not be accepted. No incomplete grades will be given.

*Laptop use in class*
Laptops and handheld devices can be used during the class session for note-taking and class related activities. Any other usages, such as texting, email checking, web surfing, social networking, etc. that may cause distractions from class will not be permitted. Students who
use such devices for activities not related to class will be asked to leave the classroom.

**Department of Information Studies Statement on Academic Dishonesty**
The Department of Information Studies takes academic dishonesty very seriously. Before taking classes within the Department of Information Studies, 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](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 work to others), plagiarism, and submission of the same work for two different classes, and working together as a group for assignments/tests designed for individual assessment are serious offenses, and it is my 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.*

**Course Schedule**

**Week 1. 8/31 Overview of the Course; Introduction to Topic**
Introduction to the course
What is collection development? How does it change according to new technology?

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*].

*Note:* Locate a collection development policy for a library with which you are familiar (group work). Bring a printed copy of the policy to class on Sept. 7.

**Week 2. 9/7 Planning for Collection Development and Management; Collection Development Policy**
Community Analysis, Collection analysis, Collection Development Policies-Check list of what needs to be included in a collection development policy

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

Recommended Readings:

In-class Work: Groups examine collection development policies.

**Week 3. 9/14 Collection Development in Public Libraries; Publishing and publishing industry**

*Guest Speakers: Jendy Murphy and Katie Farrell (Collection Management Services at Albany Public Library)*

**Required Readings:**


**Recommended Reading:**

**Week 4. 9/21 Collection Development in Academic Libraries; Budgets and Fiscal Management**

*Collection Policy Analysis Due*

**Required Readings:**

Chapter 6 (Budgeting and Fiscal Management) in Gregory, *Collection Development and Management for 21st Century Library Collections*.


Recommended Reading:


**Week 5. 9/28 Selection and Acquisitions: Process and Tools**

**Required Readings:**

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


In-class Work:

Groups examine selection tools in class for strengths and weaknesses.

**Week 6. 10/5 Selection and Acquisitions: Serials and Digital Formats; Gifts/exchanges & Vendor/librarian relationships**

**Required Readings:**

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


Smith Bishop, Patricia A. Smith, and Chris Sugnet, “Refocusing a Gift Program in an
Recommended Reading:


Useful Resources:


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Week 7. 10/12 No Class (Yom Kippur)

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Week 8. 10/19 Acquisitions: Practical Dimensions

Guest Speakers: Kate Latal and Jean Guyon, Acquisitions Services, University Libraries

Required Readings:


Recommended Reading:


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Week 9. 10/26 Collaborative Collection Development and Resource Sharing

Serials Cancellation Project Due

Required Readings:


In-class Exercise: Case studies.

**Week 10. 11/2 Collection Development for Other Types of Materials:** Government Documents, Foreign Materials, Alternative Publications, Special Collections, etc.  
*Guest Speaker: Jesus Alonso-Regalado, Collection Development, University Libraries*

**Required Readings:**


**Useful Link:**


**Week 11. 11/9 Intellectual Freedom & Censorship issues**

**Required Readings:**


Kevin Smith and Susan Davis, “Copyright in a Digital Age: Conflict, Risk, and Reward.” *The Serials Librarian* 64:1/4 (2013); 57-66.

**Please review:**

*ALA Library Bill of Rights*  
*Before the censor comes*  
*Oppenheim, Censorship in Libraries*
In-class exercise: Case studies.

**Week 12. 11/16 Managing and Evaluating a Collection: Deselection**  
Required Readings:

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


**Week 13. 11/23 No Class (Thanksgiving Holiday)**

**Week 14. 11/30 Protecting a collection: Preservation, Disaster Management and recovery**

Guest Speaker: Karen Kiorpes and Ann Kearney, Preservation Department, University Libraries.  
The class meets at the Preservation Department (3rd floor of the Science Library). After the guest lecture, there will be a preservation lab tour.

Required Readings:

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

**Week 15. 12/7 Future of Collection Development; Student Presentation and Wrap-up**  
Collection Development Final Project Due

Required Readings: