

LIS 659-201/202
Collection Development
Spring 2021

Instructor: Dr. Beth Strickland Bloch, MA, MLIS, PhD

Virtual Office Hours: Tuesdays: 9AM - 11AM & Wednesdays: 5PM - 7PM [EST]

Zoom Meeting ID: <https://uky.zoom.us/j/5827869268>

Email: beth.s.bloch@uky.edu [Will respond within 24 hours; may be longer on weekends]

Course Description

This course provides a general overview of the intellectual and administrative aspects of building, maintaining, and evaluating library collections. The intent of this course is to provide a general introduction and overview of the concepts, environments, processes, and strategies librarians encounter when working with collections. Topics include: organizational structures, selection, assessment, journal subscriptions, acquisitions, policy, budgets, e-resources, access, discovery, shared collections, consortia, evaluation, weeding, and digital preservation.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Define the roles and responsibilities of librarians who perform collection development and management activities.
- Understand the historical, contemporary, and emerging trends in collection development practices and standards.
- Critically analyze the similarities and differences of collection development and management practices in different library environments (e.g., public and academic).
- Assemble a variety of collection development tools and resources to manage the selection, assessment, acquisition, access, and preservation of local and shared resources.
- Apply appropriate policies and processes to collection development and management.

Required Course Text

Most readings for this course will come from this textbook:

Albitz, B., Avery, C., & Zabel, D. (2014). Rethinking Collection Development and Management. Santa Barbara, CA: Libraries Unlimited. (ISBN: 978-1-61069-305-9); e-book (ISBN: 978-1-61069-306-6).

* Additional required readings will be made available via PDF on Canvas.

Course Format

This is an online course that requires asynchronous class participation. Canvas will be where we will have course discussions, and it will serve as the nexus for course logistics (e.g., course announcements, assignment submissions, grades posted). Because this is a distance learning course, **students are expected to log on to the course at least two times a week** to participate in discussion boards, access course information, and review lectures. Each week's materials will include required readings, lecture videos (w/captions), and power point slides. Links to supplemental material may also be provided.

Assessment & Assignments

Your final grade is determined by your performance on the items listed below. There is a participation grade (based on two types of discussion boards), and four assignments, some with multiple parts. **Full assignment descriptions are located on Canvas under "assignments".**

- **Participation (40 points):**

Students will participate in weekly online discussions that occur on our Canvas site. **The week starts on Monday [12:01 AM] and ends on Sunday [11:59 PM] – All times EST.** Discussion boards will open at the beginning of each week, and then will be closed for comments at the end of the week. Late discussion posts will not be accepted. For each week, there will be **TWO** discussion boards used to facilitate class discussion. Students must post a minimum of **FOUR** times (two per discussion board) to receive full participation points for the week.

Course Topic Discussion Board:

The instructor will post 3-4 questions each week related to the course theme of that week. Students will be expected to post twice each week. One post must answer a question presented by the instructor, and the other post must be in response to what someone else has said. You must have **TWO** separate posts to receive full credit for participation.

News/Blog Discussion Board:

Students will be asked to find an online news article, or blog post, related in some way to libraries, information, and/or collections. The found news article or blog post should be relatively timely, but may be on any topic broadly related to the course. Students will be expected to post twice each week. Each student should post at least one news/blog item (cannot be the same article/blog entry as someone else's), and one post should be in response to what someone else posted to the discussion board. You must have **TWO** separate posts to receive full credit for participation.

- **Collection Development Toolkit (10 points):**

Students will be asked to locate and review websites, listservs, blogs, and other online professional communities, to compile a list of 8 resources which could be used to facilitate the collection development process. Students will need to provide a URL to each resource, describe its purpose, and evaluate its appropriateness to a library context of their choosing.

- **Collection Development Policy Evaluation (15 points):**

Students will select a collection development policy currently in use at a library of their choice, and then evaluate that policy against the ALA collection/selection development policy criteria, as well as other sources. Students will then write a reflective statement summarizing your evaluation [~1,000 words].

- **Collection Management Guest Lectures & Written Response (15 points):**

There will be two guest lectures over the course of the semester. Both lectures will be provided by administrative librarians (one academic, one public) who are primarily responsible for the collections at their libraries. Attendance at live lectures will be optional, but all students are required to watch the recordings if unable to attend the live

session. Students will then be asked to reflect on the lectures and write a response paper [~1,000 words].

- **Weeding Assessment Project (40 points):**

Students will be asked to find a library collection of their choice, and then identify 10 items from the collection to weed and then replace with alternative items. Using course materials, and the library’s collection development and weeding policy (if available), students will then justify why each item should be weeded and replaced with the new item(s). Specific guidelines for the write-up will be provided on Canvas.

Course Grading

Assignment	Points
Weekly Participation - Course Topic Discussion Board - News / Blog Discussion Board	40 (2 x 20 pts each)
Collection Development Toolkit	10
Collection Development Policy Evaluation	15
Guest Lectures & Response	15
Weeding Assessment Project	40
	Total: 120

Grades are based on a percentage scale. There are 120 points available. Grading will not be done on a curve, but on a strict points basis. You can check your grade at any time or email me with any questions regarding grading. **Late assignments will lose 10% for each day they are late.** For example, if an assignment is worth 10 points, and it is one day late, you will lose 1 point. Exceptions may be granted if you contact me in advance. Points will be converted into a percentage for the final grade:

Points	Percentage	Letter Grade
108 – 120	90% - 100%	A
96 – 107	80% - 89%	B
84 – 95	70% - 79%	C
83 and below	Below 70%	E

Course Policies

Absences

In an online course, there can still be excused absences. If you are ill or have an otherwise excusable absence, I will not deduct points for failure to participate in a given week, but you must contact me in advance for the absence to be considered excused (i.e., will not result in a point deduction).

Senate Rules 5.2.4.2 defines the following as acceptable for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found “reasonable cause for nonattendance” by the instructor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than two weeks prior to the absence. Information regarding major religious holidays may be obtained through the Ombud: http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Reference Student Rights and Responsibilities at: <http://www.uky.edu/deanofstudents/student-rights-and-responsibilities>

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Submission of Assignments

Assignments are to be submitted in Canvas in the assignment folder. Expected formats for submissions include: doc, docx, pdf, ppt, xls, xlsx. Penalties for late submissions will be 10% of the possible points per day that the assignment is late. Technical difficulties that impact assignment submission must be communicated with the instructor *before* the due date in order to not lose points.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University, may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/universitysenate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Making simple changes while leaving the organization, content, and phraseology intact is also plagiaristic. However, nothing in these Rules apply to ideas generally and freely circulated as to be a part of the public domain.

Please note: All assignments in this course will be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. **In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC).**

The DRC coordinates campus disability services available to students with disabilities. It is located in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

Classroom Diversity and Inclusivity

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. In order to provide the rigorous debate and examination of ideas necessary for learning, respect is required, though debate is both a necessary and expected aspect of this course. The College of Information and Communication's mission is: "We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society." Thus, this course embraces diversity, professionalism, and inclusivity, even as it aims to support enlightened truth-seeking. Debate will occur within this framework. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/ or other students (S.R. 6.1.2).

Equally, the instructor has the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and tolerance. The course content and the course environment are dedicated to an understanding of people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, are unacceptable.

Professional Preparation

In a professional preparation program, it is necessary to begin to understand one's ethical duties within the context of the profession. In this course, the ALA Code of Ethics and the ACM Code of Ethics act as guidelines for our professional behavior. Students are encouraged to study them:

<http://www.ala.org/tools/ethics>

<https://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct>

Withdrawal Policy

It is your responsibility to drop a course. Failure to do so will result in receiving an "E". See the Academic Calendar for important dates: <https://www.uky.edu/registrar/content/academic-calendar>

Course Resources

Technology

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf).

Microsoft Office and other software products are free for students: <https://download.uky.edu/>

If you need more immediate assistance, please contact UKIT. Information Technology Customer Service Center (UKIT): 859-218-4357: <http://www.uky.edu/its/>

Canvas

We will use the Canvas learning management system to perform some course management and administrative functions. Please visit <https://uk.instructure.com/> to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course. Canvas help is available online through the Canvas Guides: <https://community.canvaslms.com/community/answers/guides/>

Writing Center

UK Writing Center offer both face-to-face and online consultation. They also provide eTutoring consultation, via which you can send your work as an attachment. I highly encourage use of the Writing Center, even if you are an excellent writer. Details can be found here:

<http://ukwrite.wordpress.com/>

Course Calendar

Please note: This is a tentative course schedule and is subject to change. Consult Canvas when preparing for class each week.

All assignments are due by Sunday 11:59PM

Week	Date	Topic & Assigned Readings	Assignments Due
Module 1: Introduction to Collection Development			
1	1/25 - 1/29	<p>Topic: What is Collection Development?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Review the Syllabus ▪ Johnson, Chap. 1: Introduction to Collection Development and Management (pp. 1-27) ▪ Course textbook: Introduction (pp. xi-xiv) 	Post Introductions
2	2/1 - 2/5	<p>Topic: Organizational Structure a.k.a. How's it Work?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Johnson, Chap. 2: Org. Models & Responsibilities (pp. 37-69) ▪ Course textbook: Chap. 3: Who Does What? 	Discussion Posts
Module 2: Selection & Assessment			
3	2/8 - 2/12	<p>Topic: Selection Resources & Strategy</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Course textbook: Chap. 10: Beyond Reviews ▪ ALA Selection Criteria: http://www.ala.org/tools/challengesupport/selectionpolicytoolkit ▪ Kerby, (2019). School Library Book Challenges, <i>American Libraries</i>, Sept/Oct., (4pgs.) ▪ Strothmann & Rupp-Serrano, (2020). Comparative Analysis of Evidence-Based selection, Prof. Selection, & Selection by Approval Plan. <i>LR&T</i>, 64(1), pp. 15-25 	Discussion Posts
4	2/15 - 2/19	<p>Topic: Journals and Databases</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Course textbook: Chap. 1: Scholarly Publications ▪ Course textbook: Chap. 11: The Big Deal – Journal Licensing ▪ Course textbook: Chap. 4: Evaluation of Subscription D.B.s 	Discussion Posts Collection Development Toolkit
Module 3: Acquisitions, Policy & Budgets			
5	2/22 - 2/26	<p>Topic: Demand-Driven Acquisitions</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Course textbook: Chap. 8: Demand-Driven Acquisitions ▪ Course textbook: Chap. 9: A Hybrid Acquisitions Model ▪ Roll, (2016). Both Just-in-Time & Just-in-Case. <i>LR&T</i>, 60(1), 4-11. 	Discussion Posts

6	3/1 - 3/5	<p>Topic: Ebooks & Video Streaming</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Course textbook: Chap. 16: Ebooks in Academic Libraries ▪ Course textbook: Chap. 17: Ebooks in Public Libraries ▪ Course textbook: Chap. 18: Streaming Video 	Discussion Posts
7	3/8 - 3/12	<p>Topic: Collection Development Policies</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Gregory: Chap. 3: Collection Development Policies (pp. 29-48) ▪ Levenson, (2019). Nimble Collection Development Policies, <i>LR&T</i>, 63(4), 206-219. 	Discussion Posts
8	3/15 - 3/19	<p>Topic: Policy Planning & Budgets</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Johnson: Chap. 3: Policy, Planning & Budgets (pp. 77-113) 	Discussion Posts Collection Development Policy Evaluation
Module 4: Access & Shared Collections			
9	3/22 - 3/26	<p>Topic: Access & Discovery</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Course textbook: Chap. 19: Cataloging for Collection Management ▪ Course textbook: Chap. 21: Rethinking Access in Discovery Age ▪ Browning, (2015): The Discover-Collection Librarian Connection, <i>Collection Management</i>, 40(4), 196-207. ▪ Bruner & Bromelia, (2020). Managing Open Content, <i>Serials Librarian</i>, 78, pg. 234-238 	Discussion Posts
10	3/29 - 4/2	<p>Topic: Consortia</p> <p>Required Readings:</p> <p>Course textbook: Chap 22: Consortia Services Grogg & Rosen, (2020). Consortia: An Evolving Landscape, <i>Collaborative Librarianship</i>, 12(2), pg. 181-186. Christenson, (2011). HathiTrust: Research Library at Web Scale, <i>LRTS</i>, 55(2), 93-102.</p>	Discussion Posts
11	4/5 - 4/9	<p>Topic: Shared Collections</p> <p>Required Readings:</p> <p>Course textbook: Chap. 25: Shared Print Collections Course textbook: Chap. 23: Floating Collections – Academic Course textbook: Chap. 24: Floating Collections – Public</p>	Discussion Posts Guest Lectures & Response

Module 5: Evaluation, Weeding & Preservation			
12	4/12 - 4/16	<p>Topic: Collection Analysis</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Johnson, Chap. 8: Collection Analysis: (pp. 281-313) ▪ Lantzy, Matlin, Opdahl, (2020). Library-Wide Collection Management Cycle, <i>J. of Lib Admin</i>, 60(2), 155-166. 	Discussion Posts
13	4/19 - 4/23	<p>Topic: Weeding</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Course textbook: Chap. 5: Weeding in Academic Libraries ▪ Course textbook: Chap. 6: Weeding in Public Libraries ▪ Gillies, (2012): Collaborative Weeding Projects-Shared Print Repository, <i>Collection Management</i>, 37(3/4), 205-222. 	Discussion Posts
14	4/26 - 4/30	<p>Topic: Preservation & Digitization</p> <p>Required Readings:</p> <p>Course textbook: Chap. 26: Collection Development in Special Collections</p> <p>Course textbook: Chap. 28: Digitization Projects</p> <p>Course textbook: Chap. 29: Print & Digital Preservation</p>	Discussion Posts
15	5/3 - 5/7	<i>Course Wrap-Up</i>	Weeding Assessment Project