INF 384D: Collection Management
School of Information
University of Texas at Austin
Wednesday, 3-6 pm, Room 1.208

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Fall 2010
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Office hours: Tuesday, 11-12; Wednesday, 1-2 & 6-7 pm; Thursday 1-3; by appointment

**Required Text:**
*Fundamentals of Collection Development and Management.* Peggy Johnson.

**Additional Required Readings:**
For each class, add 1-2 items to the required textbook excerpt. The items suggested at the end of this syllabus are recommended but I hope you will bring in alternative readings that you find particularly useful, pertinent, insightful, challenging, or engaging.

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Essentials of collection management</td>
<td>none</td>
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<td>Activity: determine course emphases</td>
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<td>9/1</td>
<td>Community analysis; social justice; [project]</td>
<td>Articles</td>
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<td>9/8</td>
<td>Policy &amp; procedure; ethics; digital resources</td>
<td>Chp. 3</td>
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<td>[presentation techniques]</td>
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<td>9/15</td>
<td>Selection process; vendors; approval plans</td>
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<td>9/22</td>
<td>Funding techniques, approaches, parameters</td>
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<td>9/29</td>
<td>Applying community information in selecting;</td>
<td>Chp 9</td>
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<td></td>
<td>scholarly communication</td>
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10/6   No meeting – work on BB; post and describe your reviewing selection tools; post 200-word abstracts of 2 articles on the selection process; provide commentary on at least one abstract and/or give us a web site on any aspect of our course materials (news report, vendor, exemplary library, etc.); send me your questions for both of our speakers
Official course description:

The objectives and methodology of evaluating and selecting library materials are presented in the context of sociological and philosophical factors, including intellectual freedom. Producers and distributors of materials, the acquisition process, assessment of collections, current trends, and professional issues are reviewed. Application and in-depth development of course materials are included in the assignments.

Course objectives: upon successful completion of the course, students will be able to...

1. identify and assess accurately the needs for library materials and resources as determined by the information needs of users and nonusers of libraries, as well as the universe of knowledge;
2. utilize the general organization and practices of the publishing and information industries and book trade, broadly conceived, as they relate to libraries;
3. apply critical principles and standards in the selection and de-selection of library resources in all library contexts;
4. evaluate library collections and to recommend alternatives for specific situations;
5. demonstrate a working knowledge of the processes of acquiring and funding library resources.
Assignment Overview

Your work on the assignments shows me that you have met the course objectives so you might review them before starting work.

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<th>Assignment</th>
<th>Due date</th>
<th>Objective</th>
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<td>Paper/project on CINA</td>
<td>10/13</td>
<td>1, 4</td>
<td>250</td>
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<td>Project poster</td>
<td>11/24</td>
<td>2, 3, 4</td>
<td>200</td>
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<tr>
<td>Project report</td>
<td>11/24</td>
<td>2, 3, 4</td>
<td>300</td>
</tr>
<tr>
<td>Group presentation</td>
<td>dates vary</td>
<td>5, 3</td>
<td>250</td>
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Total points 1000

A 935 to 1000
A- 900 to 934
B+ 885 to 899
B 835 to 884
B- 700 to 834
C+ 685 to 699
C 635 to 684

Assignments

Paper/project on CINA 10/13 1, 4 250
Examine the information needs of a particular group – such as cancer survivors or history majors. Write a 2-page synthesis of 3-5 research studies on the information needs and/or reading literacy issues of this particular population. Attach to this an additional brief paper or a substantive data-gathering instrument. Brief papers should describe your process for implementing a community needs analysis for this population in a particular setting, including reaching non-users --- such as a large public library’s work for cancer survivors. Data gathering instruments should address at least 2 distinct subpopulations (such as undergraduate and graduate history students) and gather both qualitative and quantitative data. Post this in the CINA forum in BB.

Project poster 11/24 2, 3, 4 200
Project report 11/24 2, 3, 4 300
You may work alone or with a colleague; if the latter then you’ll share the grade. Choose a project that requires you to [1] analyze the user population, [2] examine/revise/write policies, [3] use a variety of review sources, [4] select materials to add, [5] select materials to withdraw, and [6] fit within a budget on a substantive level. Post the report in the project forum in BB.
In the report – carefully address each of the six components. Let me know what you did, why you did it, what you’d recommend, and techniques/sources you found useful in each of the 6 components.

In the poster – present the highlights of your learning so that your colleagues learn more about how to do any/all of items 1-6. This should be a conference-level presentation; handouts are not required but are an option. Run your plans by me as soon as possible.

NOTE: When you work with a librarian, provide what that professional needs from you. I don’t need to see that but it will, of course, be professional and genuinely useful to this colleague. If you’d like to include a copy of this document for me, then I’ll fold it into your work. This is a real networking opportunity so take full advantage of every contact to present your professional strengths.

Group presentation dates vary 5, 3 250
We will form groups randomly and each group will chose a sub-topic from our course material. With your colleagues, plan and deliver a powerful, dynamic, exciting 30-40 minute, conference-style panel presentation on the theories, resources, and current practice of your topic area. Everyone in the panel must talk for at least 5 minutes. There must be an effective visual support and an informative, engaging handout. Create your own feedback sheet and have your colleagues complete it. Before you start, hand me a complete package of all your presentation materials. Generate a discussion. Ask the hard questions. Post the materials in the acquisitions forum in BB.
For each class, add 1-2 items to the required readings. The items suggested below are recommended but I hope you will bring in a reading that you find particularly useful, pertinent, insightful, challenging, or engaging.

9/1 Community analysis; social justice

9/8 Policy & procedure; ethics; digital resources


9/15 Selection process; vendors; approval plans


9/22 Funding techniques, approaches, parameters


**9/29 Applying community information in selecting**


**10/6 [BB] Selection: reviewing and selection tools**


**10/13 Selection: digital collecting; govt. documents**


10/20 [BB] *Intellectual freedom; educational role*


10/27 [BB] *Selection: consortiums, ILL, collection care*


11/3  Selection: censorship
• “Censorship dateline” column in *Newsletter on Intellectual Freedom*.


11/10 Acquisitions; serials; formats


• Covert, K., & Gauder, B. (2008). WorldCat selections: A shorter, smoother path from selection to user access. *Against the Grain*, 20 (5): 54-58.


• Kane, D., et. al., (2007). Building a collection of video games in support of a newly created degree program at the University of California, Santa Cruz, 27 (4): 77-87


11/17 Selection administration; copyright; weeding; evaluation

11/24 Funding: partnerships, grants, gifts

12/1 Outreach, marketing, scholarly communication

Discussion Lists [all text from sites]

Texas Federal Libraries -- The purpose of this list is to provide a forum for discussion of issues relating to the distribution of federal government information, including both policy issues and technical problems relating to library access to information. The list will also be used to facilitate training, continuing education, and cooperative collection management activities among federal depository libraries. TX-FED is an email discussion list primarily for Texas Federal Depository Library staff, but is open to anyone interested in federal depository library issues. This list is moderated. The moderator reserves the right to refuse to post any message. To post a message to the list: Send an email message to: TX-FED [at] unt.edu

Academic Libraries -- The Association of College and Research Libraries (ACRL) announces a new electronic discussion list – ACADEMICPR – to assist academic and research librarians in sharing ideas and best practices in marketing and public relations. The discussion list is to open to any academic and research librarian interested in learning more about how to promote their library. To subscribe, send an email to: listproc@ala.org. In the body of the message, type: subscribe ACADEMICPR and your first and last name.
Graphic Novels -- The GNLIB list is an excellent starting point for those librarians just beginning to purchase graphic novels for their library’s collection. Members share ideas for programming with graphic novels and frequently introduce new or obscure graphic novels to the list. You can subscribe to GNLIB by sending a blank email to GNLIB-L-subscribe@topica.com with the subject header “Subscribe.”

Public Libraries: See the Public list instructions to subscribe, sign off, suspend mail, change from digest to individual messages, and more. You will need to request a password in order to change existing subscription settings. By default, list settings are digest. The PUBLIB electronic discussion list is for the discussion of issues relating to public librarianship. Particularly appropriate issues for discussion on PUBLIB include, but are not limited to: Collection development, acquisitions, management and weeding, including traditional and new media.
INF 384D Course Policies

You are responsible for reading and following these course policies. Please let me know at once if you have any questions on any of them. ~ Lynn Westbrook

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Intellectual honesty is an essential standard that all faculty and students of the University must meet. If you are new to writing graduate papers, then you might find the Student Judicial Services material on academic integrity useful; just go to: http://deanofstudents.utexas.edu/sjs/academicintegrity.html.

You can also get support from a composition perspective at the Graduate Student Writing Service, http://www.utexas.edu/student/utlc/ts/gsws/gsws.html.

It is natural to have questions about proper citation in a graduate course. Please ask at once if you have any doubts; such questions are evidence of scholarly honesty and are fully respected. Never hesitate to ask. In this course, a minor and clearly unintentional instance of inadequate citation work will result in only a letter-grade reduction on the assignment in question. Anything which is repeated or more significant could merit failing the assignment or the course.

University Electronic Mail Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Please be certain that your email address in BlackBoard is correct at all times. You are the only one who can do this and it's essential for course communication. Note: if you are an employee of the University, your e-mail address in BlackBoard is your employee address.
**Documented Disability Support**

The University of Texas seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state and local laws, regulations and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Services for Students with Disabilities at the beginning of each semester or as soon as the need arises. The student must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259-voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed.

See Web site below for more information:
http://deanofstudents.utexas.edu/ssd/providing.php

**Technology requirements**

The vast majority of this course will take place in-person with BlackBoard (BB) used primarily as a supplement and resource. You are required, however, to use BB to deliver some of the homework assignments and to communicate on some points. You are required to read the BB forums once a week at any convenient time between Monday evening and Wednesday morning.

BlackBoard is available at [http://courses.utexas.edu](http://courses.utexas.edu). Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm Monday through Thursday and 8 am to 5 pm on Friday, so plan accordingly. Resources are also available at [http://www.utexas.edu/academic/BlackBoard/](http://www.utexas.edu/academic/BlackBoard/)

In addition, you are required to have access to whatever technology is necessary for you to function well in this course. That includes Internet access which allows you to explore sites that might be blocked by some filters and sufficient memory to handle downloads and other course requirements. You can use any of the computer labs on campus but any other arrangement is acceptable so long as your own needs for connectivity, printing, and information access are met.

**Attendance**

Religious holy days sometimes conflict with class schedules. If you miss an in-class work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least 14 days prior to the classes scheduled on dates you will be absent to observe a religious holy day.
Feedback

Feedback is an important part of any learning. Throughout this course, please provide me with any feedback you have on how well you are learning the material. Let me know right away if you have questions, concerns, or simply want to confirm your understanding of the material. I will provide you with feedback on your progress via comments in class, written commentary on assignments, grades, and BlackBoard responses to forum postings. If any of my feedback is unclear in any way, please let me know right away.

Throughout this course I will also be seeking feedback from you regarding my teaching. Using informal and more structured means of learning what is most effective for you, I intend to develop the course over the semester. Please do not wait until something seriously concerns you; let me know right away if you would find an alternative helpful.

Grading: Late work

All unexcused late materials will have a 1/3 letter grade reduction for each day they are overdue. Matters of academic integrity, as noted above, will be strongly tied to course grades.

Communication

I will make every effort to answer emails and phone calls within 3 working days. If you have not heard from me within those time limits, please let me know by an alternative form of contact so we can make sure there are no technical problems involved.

I will also make every effort to grade and return assignments within 2 weeks of their due date. If I have to cancel office hours or a study session, then I will note that on our BB announcement page along with the make-up time scheduled to replace the item.

The syllabus includes my home phone number and I trust that should you call me there, it will be a genuine emergency.

Maintain work files

Students are responsible for maintaining their own files of work, both submitted and returned, until official University grades are received. You are encouraged to keep these materials until graduation, as I may need some of it to compose a detailed and persuasive letter on your behalf. I am always pleased to write such letters for strong students so please do maintain your files.