SYLLABUS

Please read this syllabus carefully and do not hesitate to contact me if you have questions or need clarifications. Each student in this class should be aware of all the course requirements, assignments and procedures. Please read through until the end of the document. Major projects and due dates will not change, but occasionally specific readings may be updated. I will alert you to any changes and post only the relevant readings to our course site. Although many of your courses may require D2L, we will be using Canvas for course materials, assignments, and grades. Please go to https://uwm.edu/canvas/students for training and helpful resources.

DESCRIPTION: In this course you will learn the theory and practice of collection management across formats, including: selection tools and criteria, acquisition and evaluation of collections, de-selection, preservation, and other collection development topics.

PREREQUISITES: 501 Foundations of Library and Information Science

LEARNING OUTCOMES: Upon completion of the course, students will be able to:

1. Define basic issues and concepts in contemporary collection development and management; and will be able to apply theory to practice
2. Critique collection development policies to discover how different libraries meet the information needs of their stakeholders
3. Evaluate a specific collection, making deselection and selection decisions to align resources with user needs
4. Identify how intellectual freedom and intellectual property issues relate to collection management
5. Critique electronic licensing agreements against professional standards
6. Assess how the changing nature of publishing relates to collection management
7. Explore issues facing collection development practitioners
ALA COMPETENCIES REFLECTED IN THIS COURSE:

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

• the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience)

• concepts and issues related to the lifecycle of recorded knowledge and information, from creation, through various stages of use, to disposition

• concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection

• concepts, issues, and methods related to the management of various collections

• concepts, issues, and methods related to the maintenance of collections, including preservation and conservation

TEXTBOOK AND RELATED READING:

One textbook is required:


Recommended: (although relying on online APA guides online is acceptable as well):


Helpful Resources for the Collection Management Project:


• Vnuk, R. (2015). The weeding handbook: a shelf-by-shelf guide. Chicago: ALA. (This is organized by Dewey number – a very useful guide for public and school libraries.)

In addition, a wide variety of readings and links to resources will be posted to the course site.

FURTHER RESOURCES:

As a UW-Milwaukee student you have access to a wealth of resources across the UW system!

For more information see: http://guides.library.uwm.edu/distance

Here is the direct link to the library homepage: https://uwm.edu/libraries/
Here is the link to their online information literacy video series: http://guides.library.uwm.edu/infolit

METHODS: DISCUSSIONS

The primary method of instruction will be readings & presentations processed through class discussion. **This means that active participation is at the heart of our interaction.** Please read or view all materials in advance so that your postings are thoughtful and well-supported.

You will be expected to **post at least three times each week**, with your **first post made by Thursday night, midnight (central time)**. In your posts, you are expected to:

1) respond to the discussion prompt/question, providing support for your response from class readings and presentations
2) respond to your classmates’ posts.

Pay attention to the discussion board forums and post to the appropriate one. Each week’s discussion will be open for posting on Monday morning through the following Sunday evening. Please make your contributions to our discussion during the assigned week; the discussion forum will remain open the following week, but hopefully, postings during later weeks will be minimal.

**Your posts should be succinct and to the point, thoughtful and careful.** In response to student comments and suggestions, I recommend that each student respect the time of others by minimizing brief “I agree” or “Good point” posts; while a minimum of 3 posts is required, be aware that posting far beyond that – 8 to 10 or more posts per week – would be considered excessive. Please be sure your posts are substantive, thoughtful, and well-supported by the required readings/presentations or other resources.

Note that there are discussion questions included in the course calendar below. **Please use the discussion questions as a foundation for your discussion comments, but don’t feel limited to addressing these questions only.** Our readings, observations, and assignments will offer important context for each week’s dialog.

Your discussion contributions will be evaluated by me four times, chosen at random, during this course. Points will posted to the gradebook for those weeks, and you will receive feedback early in the course to be sure you’re on the right track. One time during the course you will receive a notice that asks you to assess your own discussion for the previous week. Both student and instructor will assess the discussion participation using the 520 Discussion Forum Rubric on the next page.
There is a “Coffee Shop” discussion for miscellaneous postings—use it for any off-topic news or comments. I will inform you of any additions or changes to the syllabus or other things I need to share in the Announcements. Please be sure to look at that page each time you sign in.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tr>
<td>Ideas and Critical Thinking</td>
<td>Advanced Insightful posts that stimulate discussion; well-developed ideas, new ideas, supported arguments, and evidence of analysis, synthesis, or evaluation.</td>
<td>1 pts</td>
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<td></td>
<td>Proficient Accurate posts that address facts, but could be improved with more evidence and analysis. Posts sometimes stimulate discussion.</td>
<td>0.75 pts</td>
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<td>Needs improvement Posts need to contribute more to the discussion. Ideas need to be more well-developed; use text evidence, and show evidence of critical thinking.</td>
<td>0.5 pts</td>
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<td></td>
<td>Not participating No ideas posted</td>
<td>0 pts</td>
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<tr>
<th>Clarity</th>
<th>Ratings</th>
<th>Pts</th>
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<tr>
<td>Advanced All posts this week are well-articulated, clearly understood, and free of errors.</td>
<td>1 pts</td>
<td></td>
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<tr>
<td>Proficient Most posts this week are well-articulated, clearly understood, and free of errors.</td>
<td>0.75 pts</td>
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<tr>
<td>Needs improvement Posts aren’t clear and need to be well-articulated and free from errors.</td>
<td>0.5 pts</td>
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<tr>
<td>Not participating No ideas posted</td>
<td>0 pts</td>
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<tr>
<th>Responsiveness</th>
<th>Ratings</th>
<th>Pts</th>
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<tr>
<td>Advanced Responds thoughtfully at least two times during the week</td>
<td>1 pts</td>
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<tr>
<td>Proficient Responds twice during the week, but responses aren’t always related to original post</td>
<td>0.75 pts</td>
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<tr>
<td>Needs improvement Responds only once</td>
<td>0.5 pts</td>
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<tr>
<td>Not participating Does not respond to others</td>
<td>0 pts</td>
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<tr>
<th>Timeliness</th>
<th>Ratings</th>
<th>Pts</th>
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<tr>
<td>Advanced Initial post and responses are distributed throughout the week</td>
<td>1 pts</td>
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<td>Proficient Responses to classmates are made only on the final day of discussion (usually a Sunday)</td>
<td>0.75 pts</td>
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<tr>
<td>Needs improvement First post and responses are all on the same day</td>
<td>0.5 pts</td>
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<tr>
<td>Not participating Initial post is made after the deadline (usually a Thursday at midnight)</td>
<td>0 pts</td>
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Total Points: 4
METHODS: ASSIGNMENTS (details on each will be available via Canvas)

PRACTICAL EXERCISES (30pts total)

Comparison of Collection Development Policies due Wednesday, September 26th

Electronic Licensing Analysis due Sunday, November 11th

COLLECTION MANAGEMENT PROJECT (30pts total)

Part I is due on Sunday, October 14th

Part II is due on Sunday, November 18th OR Sunday, November 25th

ANNOTATED BIBLIOGRAPHY (10pts) Due Sunday, December 9th

All assignments are due by 11:59pm (Central Time) on the day specified. The equivalent of a full letter grade deduction will be made for each week or portion of a week late. All assignments must be submitted by the deadlines noted. Contact me promptly if an issue prevents you from posting your assignments on time. I will be flexible when needed, but only BEFORE due dates, not after they have come and gone. Students who have special needs regarding the course expectations (e.g. due to physical condition, religious obligations, etc.) please notify me early in the course, so we can make alternate arrangements.

All papers submitted in this class must follow APA format. Please use a cover page for all assignments. Abstracts are not necessary. See this link for helpful hint on setting up Word documents for APA format: https://www.youtube.com/watch?v=qZVIa2sTbpM&feature=youtu.be

All submissions should be double-spaced, unless otherwise specified (information in tables and charts should be single spaced). The form (including organization and mechanics), as well as the content, will be considered in grading.

When you need to cite material, please use APA citation style. (Within the discussion forum, informal citation is acceptable.) If you do not own a recent APA style manual such as the recommended book APA the Easy Way, you may use citation help available from a variety of sources; I recommend using online help guides such as OWL: http://owl.english.purdue.edu/owl/resource/560/01/. Be aware that there is citation help within many good online databases, like EBSCO (look for the “cite” button on the right side of the screen). Another very helpful tool for creating APA bibliographies is the RefWorks database available to all students through the UWM libraries.

METHODS: QUIZZES (5 pts. each)

You will be taking two quizzes in Canvas on important topics in Collection Management: Acquisitions and Publishing/Media. These quizzes will take the place of online discussion during weeks 5 and 9. The quizzes are limited to 60 minutes, but if you read the materials (the Evans chapters plus additional readings) before you start the quiz, you should have no problems going back to the readings to confirm your responses.
CLASS EVALUATION: [Learning Outcomes from page 1 of our syllabus are identified in brackets]

Discussion/Participation [1-7] 20 pts.
Practical exercises 30 pts.
1. Comparison of Collection development policies [1, 2, 4] 10 pts.
Collection management project: [1, 2, 3] 30 pts.
1. Collection overview 10 pts.
2. Evaluation, Weeding and Selection 20 pts.
Quizzes 10 pts.
TOTAL 100 pts.

SOIS Core Grading Scale:

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<tr>
<th>Grade Level</th>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>94 and Above</td>
<td>A</td>
<td>74 – 76.99</td>
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<tr>
<td>90 – 93.99</td>
<td>A-</td>
<td>70 – 73.99</td>
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<tr>
<td>87 – 89.99</td>
<td>B+</td>
<td>67 – 69.99</td>
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<tr>
<td>84 – 86.99</td>
<td>B</td>
<td>64 – 66.99</td>
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<tr>
<td>80 – 83.99</td>
<td>B-</td>
<td>60 – 63.99</td>
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<tr>
<td>77 – 79.99</td>
<td>C+</td>
<td>Below 60</td>
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<tr>
<td>Below 77.99</td>
<td>C</td>
<td>F</td>
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For additional SOIS academic policies please go to
http://www4.uwm.edu/sois/programs/graduate/mlis/policies/

For additional UW-Milwaukee policies see:
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Canvas and Student Privacy. This course utilizes the learning management system Canvas to facilitate online learning. Canvas provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) but may be used for student evaluation.

COURSE CALENDAR
Week 1 Tues. Sept 4 – Sun. Sept 9 (6 days)
Welcome, syllabus overview, libraries in society

- Evans, Chapters 1 & 2 (textbook)
- PowerPoint slides: Development of collection development

Discussion Question 1:
How have digital resources and the Internet altered the definition of a collection? What are the main issues affecting collection management because of them?

Week 2 Sept 10-16
The Politics of Collection Development: collections & assessing user needs

- Evans, Chapter 3 (textbook)
- PowerPoint slides: Politics of Collection Development

Discussion question 2:
In what ways does collection development reflect the dominant political and social issues of the time?

Week 3 Sept 17-23
Organization of Collection Development in Libraries: Department organization/staffing

- Johnson, Chapter 2 excerpt from Fundamentals of Collection Development and Management
- PowerPoint slides: Organization of Collection Development

Discussion question 3:
Has the job of collection management changed with the switch from analog to digital collections? If so, how?

Week 4 Sept. 24-30
The Selection Process: collection development policies, needs assessment tools, gifts, book reviews and the small presses

- Evans, Chapter 4
Discussion question 4: What role should the librarian play in the selection process: respond to community demands or ensure access to the broadest choice of materials regardless of demand?

Comparison of Collection Development Policies due by midnight, Wednesday, September 26th

Week 5 Oct 1-7
Acquisitions: Distributors & Vendors

- Evans, Chapter 5

No discussion for this week – you will be taking a quiz based on Evans chapter 5 plus additional readings above instead. You will have 60 minutes to complete the quiz.

Quiz – Complete the online quiz by midnight, Sunday Oct. 7

Week 6 Oct. 8-14
Collection Analysis & Evaluation

- Evans, Chapter 6 (pp. 133-148)
- Johnson, Chapter 7 excerpt from Fundamentals of Collection Development and Management
- PowerPoint slides: Collection Analysis and Evaluation

Discussion Question 6: What are the reasons to evaluate a collection and what are the basic evaluation methods currently in use by libraries?

Collection project part I, Collection Overview, due by midnight Sunday, Oct. 14th

Week 7 October 15-21
The Deselection Process: Weeding & Storage

- Evans, Chapters 6 (pp. 148-160)
Approach to List-Based Deselection. Collection Management, 42(2), 92-108.

- PowerPoint slides: The Deselection Process

Discussion question 7: What is the best approach to weeding: making decisions based on use or intrinsic value?

**Week 8 Oct. 22-28**

**Cooperative Collection Management**

- Evans, Chapter 7
- Johnson, Chapter 8 excerpt from Fundamentals of Collection Development and Management
- Review: Consort Colleges (https://www.ohio5.org/web/content/consort- shared-library-system ) and Triangle Research Libraries Network: (http://www.trln.org/ )

Discussion question 8: In planning for resource sharing/cooperation, what are some of the major considerations? Do the considerations differ between a public library and a university library?

**Week 9 Oct. 29 –Nov. 4**

**The Information Industry: Libraries & Publishers**

**Print, Media, & Related Issues**

- Evans, Chapter 8

- issues
- PowerPoint slides: The Information Industry; Libraries and Publishers

**Quiz – Complete the online quiz by midnight Sunday, November 4**

No discussion for this week – you will be taking a quiz based on Evans chapter 8 and the additional readings above instead. You will have 60 minutes to complete the quiz. Sunday, Nov. 4
Week 10 Nov. 5-11

**Serials Management: Print Journals, E-journals, Scholarly Communication, Electronic Licensing**

- Evans, Chapter 8, p. 186-193 (Review from last week)
- PowerPoint slides: Serials Management

**Discussion question 10.1:** Under what circumstances should libraries acquire a print journal title only, an online journal title only, or both?

**Discussion question 10.2:** What role should academic libraries play in making the scholarly output of their faculty accessible?

**Electronic Licensing Paper due by midnight Sunday, Nov. 11**

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Week 11 Nov. 12-18

**Electronic Resources: Digital Collections, Management of Electronic Resources, and Web Archiving Initiatives**

- Evans, Chapter 9
- Electronic Resources:
- Familiarize yourself with SPARC: http://sparcopen.org
- PowerPoint slides: Digital and Electronic Resources of electronic resources
- Additional Presentation: eBooks in Libraries: Trends, Opportunities, Challenges (Sue Polanka)

**Discussion Question 11.1:** Collection Management librarians must balance library policy, patron information need, and finite financial resources. Do digital formats (ebooks and other downloadable media as well as archived web resources) help or harm the library’s efforts to meet needs within a limited budget?

**Work on part II of your Collection Project: Evaluation, Weeding, and Selection**

**If you want to turn it in BEFORE Thanksgiving week, you may**
Week 12 Nov. 19-25
No class this week—Thanksgiving Break
Work on part II of your Collection Project
Evaluation, Weeding & Selection Paper due by midnight Sunday, Nov. 25th

Week 13 Nov. 26 –Dec. 2
Preservation and Special Collections

- Evans, Chapter 10
- PowerPoint slides: Conservation, Preservation and Special Collections

Discussion question 12: Are special collections needed, and will digitization reduce this need?

Week 14 Dec. 3-9
Intellectual Freedom and Copyright: ALA Policies/Copyright & DMCA

- Evans, Chapters 11-12 Freedom and Copyright:
- Vaidhyanathan, S. Copyright as Cudgel, Chronicle of Higher Education and DMCA
- Watch video: Copyright Basics (approx. 7 min) https://www.youtube.com/watch?v=Uig4Z06rhW4
- Websites: Electronic Frontier Foundation - http://www.eff.org/
- PowerPoint slides: Intellectual Freedom & Copyright

Discussion question 14: To what extent does the Library Bill of Rights ensure impartial selection by librarians?

Annotated bibliography due by midnight Sunday, Dec. 9th

Week 15 Dec. 10-13 (4 days)
Research topic summaries

Please post your research summary by the end of the day Tuesday so that your classmates are able to view & comment. View and comment on classmates’ posts during our final week of class.

(Thursday, December 13 is the final day of classes, but the course site will remain open and you may view and comment for the rest of the week if you wish.)
UWM Main Campus Resources

Accessibility Resource Center
414-229-6287 | uwm.edu/arc

Canvas Student Support
833-826-8713 | uwm.edu_canvas/students

UWM Help Desk (D2L and IT Student Support)
414-229-4040 | gettechhelp.uwm.edu

Career Planning & Resource Center
414-229-4486 | uwm.edu/careerplan

Center for International Education
414-229-4846 | uwm.edu/cie

Emergency Grant
414-229-4632 | uwm.edu/deanofstudents_assistance_uwm-emergency_grant/docs@uwm.edu

Equity/Diversity Services
414-229-5923 | uwm.edu/equity-diversity-services

Human Resources
414-229-5353 | uwm.edu/hr

Inclusive Excellence Center
414-229-7234 | uwm.edu/inclusiveexcellence

Language Resource Center
414-229-4313 | uwm.edu/lrc

LGBT Resource Center
414-229-4116 | uwm.edu/lgbtrc

Military and Veteran’s Resource Center
414-229-7211 | uwm.edu/mavrc

Norris Health Center/University Counseling Services
414-229-4716 | uwm.edu/norris

Panther Academic Support Services
414-229-3726 | uwm.edu/pass

Title IX Office
414-229-7012 | uwm.edu/titleix

UWM Food Center and Pantry
414-229-4366 | studentorgs.uwm.edu/org/sa/Projects_Food_Pantry

UWM Libraries
414-229-6202 | uwm.edu/libraries

UWM Police
414-229-4627 (non-emergency) or 9911 (emergency)
uwmpolice

University Safety & Assurances
414-229-6339 | uwm.edu/usa

Women’s Resource Center
414-229-2852 | uwm.edu/wrc

The Writing Center
414-229-4339 | uwm.edu/writingcenter

Important Dates

September 4
First day of classes

September 17
Last day to add or change classes

October 1
Last day to drop without a “W”

November 11
Last day to withdraw from a class

November 21-25
Thanksgiving recess

December 13
Last day of classes

December 14
Study day

December 15; December 17—22
Final exams (No final exams Dec 16)

December 23
Start of Winter recess

January 2, 2019 4:30 p.m.
Final grades due