Instructor
Elizabeth De Coster
User Services Librarian, Goucher College Library
ejdecost@umd.edu
Office hours by appointment.

Course Description
“Activities through which library collections are systematically developed and managed are explored, especially the formulation and implementation of written collection development policies. Other specific topics include identification of user needs; collection evaluation; fund allocation among competing departments, subjects, and/or media; selection methods; intellectual freedom; storage alternatives; and cooperative collection development.”

Student Learning Outcomes
Upon completion of this course, students will be able to:

- Identify, assess, and respond to collection-related interests of library users and community.
- Evaluate collection policies and goals and communicate thoughtful and reasoned explanations to stakeholders.
- Integrate collection management theory and goals into strategic decision- and policy-making.
- Think broadly about the role of collections in a wide range of library types.

Textbook
No textbook is required for this class. Weekly readings are assigned and available through the University’s collections or Research Port.

Expectations for Students
Written assignments are expected in APA format, with Times New Roman 12-pt font with 1” margins. Weekly Essays should be headed with your University ID, date of submission, and title of assignment. Other written assignments should also display the Honor Pledge (http://shc.umd.edu/SHC/HonorPledgeUse.aspx) and your signature. Hard copy is preferred; in the case of electronic submissions please use Microsoft Word or similar software to allow for feedback.

If you require accommodation(s) due to a disability registered with DSS (Disability Support Services), please to let me know in person or via email so we can work with them to ensure access to the course content. If you will be absent for medical or religious reasons, please let me know as soon as possible so any necessary adjustments can be made. I understand that life exists outside of the classroom, and absences due to emergencies or other circumstances will be addressed on a case-by-case basis.

Participation in class discussions is part of your final grade. Participation is expected to be thoughtful, respectful, and reference course materials as relevant.
Assignments

Weekly Essays due regularly at beginning of class.

After class most weeks, a brief scenario will be posted to the course management website in the Announcements section. Please write a response, approximately one page following the guidelines set in Expectations for Students, to be turned in by the beginning of the next week’s class.

Research Paper due at beginning of class on November 1 / Week 10.

A five-to-seven page double-spaced research paper on collection-related topic of your choosing. Topic may be drawn from course themes or readings, but additional outside sources are recommended. You may also choose a topic beyond what we discuss in class. A written topic proposal due to instructor on September 27 / Week 5. You will also give a brief (~5 minute) summative presentation to class on the day the paper is due.

Collection Plan due at beginning of class December 6 / Week 15.

You will create and justify three elements of collection development for a library of your choosing (real or imagined). You will submit (1) a library mission statement and community assessment, (2) a collection development policy for said library, and (3) a collection budget for said library. You will present their collection plan to class on the day the assignment is due.

Grading

Grades for this course take all work into consideration at the following proportions. Letter grades are assigned based on the University’s grading scale.

25% Research Paper
25% Collection Documents
20% Attendance and participation
20% Weekly Essays
10% In-class activities

Course Outline

The syllabus is subject to change based on student feedback, availability of guest lecturers, weather/campus closings, relevant current events, etc. Change to the readings or assignments will be announced on the course management Announcements page with at least 36 hours’ notice.
Weekly Readings | Discussion Topics

August 30 / Week 1
- Discuss and review syllabus
- Introductions; define class expectations
- Jargon and resources
- Collection cycles

September 6 / Week 2
- Weekly Essay due
- Community and user assessment
- Selecting and selectors

Readings

September 13 / Week 3
- Weekly Essay due
- Setting, maintaining, and enforcing policies

Readings

September 20 / Week 4
- Weekly Essay due
- Budgeting [Negotiation activity]
- Funding sustainability

Readings

**September 27 / Week 5**
• Submit proposal for **Research Paper** via course management system.
• Collection models

  **Readings**

**October 4 / Week 6**
• Weekly Essay due
• Reviews
• Orders

  **Readings**
• Episode 207 of *Smart Bitches, Trashy Books* podcast (featuring Robin Bradford).

**October 11 / Week 7**
• Weekly Essay due
• Relationship management

  **Readings**

**October 18 / Week 8**
• Weekly Essay due
• Environmental considerations
• Storage
• Processing

  **Readings**


**October 25 / Week 9**

- Weekly Essay due
- Inventory
- Guest lecture: Maggie Dull, Cataloging and Metadata Librarian, Langsdale Library, University of Baltimore.

  **Readings**

- To be recommended by Ms Dull.

**November 1 / Week 10**

- **Research Paper** due at beginning of class.
- Students give 5-minute presentation on topic of their paper.

**November 8 / Week 11**

- Weekly Essay due
- Licensing, intellectual property, and copyright. [EULA Activity]
- Open Access, OER, and publishing diversity

  **Readings**


**November 15 / Week 12**

- Weekly Essay due
- Format consideration

  **Readings**

November 22 / Week 13

- Weekly Essay due
- Weeding and other dirty words

Readings

November 29 / Week 14

- Weekly Essay due
- Use and value assessment

Readings

December 6 / Week 15

- Collection Plan assignment due at beginning of class.
- Students give 7-10 minute presentation on their collection plan.