

COLLECTION DEVELOPMENT

GLIS 618

WINTER 2013

Instructor:

Dr. Joy Bennett

Course Objectives:

1. To gain an understanding of the development and maintenance of information collections in various types of libraries and information centers
2. To prepare and interpret policies relating to the building of information collections of both traditional (books, periodicals, manuscripts, etc.) and electronic media.
3. To become conversant with evaluation criteria in the selection process.
4. To become conversant with sources and methods of acquisition of various forms of materials.
5. To learn methods for collection assessment.
6. To understand the basics of materials budgets and budget monitoring.

The recommended text for this course is:

Evans, G. Edward and Margaret Saponaro. **Collection Management Basics**. 6th. California: Libraries Unlimited, 2012. Available at the bookstore.

There is also a list of readings that will be posted on the class website.

Teaching method:

This course will have a combination of lectures, guest lectures and class discussion. Students are expected to participate in the discussions and to come to class prepared with questions and issues for debate. Read widely in the literature. The power point presentation will be posted on the WebCT prior to the class whenever possible.

The best way to contact me is via e-mail at sgbennett@sympatico.ca. I will endeavor to reply to you within 24 hours. If you need to see me, please e-mail me to make an appointment. I am at SIS Monday, and Wednesday and Thursday mornings.

The Teaching Assistant for this course is Julia Wagner. She may be reached at juliawagner@mail.mcgill.ca Her office hours will be posted.

Assignments: (More information will follow)

There will be three assignments in the course as follows:

Assignment 1 (To be done in groups of 2 or 3(max))

The preparation of a collection development policy; the selection criteria and acquisition methodology including an evaluation of e-resources for one of the following situations:

A public library in an urban (center city) setting.

A public library in a suburban or rural setting.

A business or corporate information center.

A school library

A college (CEGEP) library—select a discipline

A university or research center library—select a discipline

DUE: Part 1: Week 5, February 4

DUE: Part 2: Selection of various materials for the library situation chosen in Part 1. Week 10, March 11.

Total Value: 50% of final mark

Assignment 2 (Discussion Groups) :

Working in groups of 5 or 6 you will be responsible to present a collection development issue for class discussion. I have given a discussion suggestion for each week but your group may choose a different topic, based upon the reading for the week, or another collection development issue that your group has researched. The class members must be informed of any additional readings 2-3 days prior to the class presentation. A 3-4 page summary of the questions, comments and discussion is to be submitted at the following class. **Please submit your power point presentation and a two-three page write up of the discussion one week after the presentation: 15% of final mark**

Assignment 3:

Essay Assignment. This will deal with the theory of collection development and the issues that pertain to it. A review of the pertinent published literature is expected.

Individual work.

Due: 8 April 2013. 35% of final mark

All assignments are due at the class period unless some other arrangement is made with me. Double spaced paper copies please.

COURSE CONTENT AND WEEKLY READINGS:

Week 1: January 7—Introduction: History of libraries and books. Tablets to scrolls to hand-copied books to printed books to multi-media and e-resources. What constitutes a library collection and how it is developed over time? What is information and how it is transmitted.

Read: Chapter 1, pp. 1-16

Week 2: January 14—Collection Development Policies: User needs and input into collection development at various types of libraries. Types of materials collected. How collection development differs from selection. The purposes and elements of collection development policies. Collection policies as they relate to vendor profiles.

Read: Chapter 2, pp. 19-36 and Chapter 3, pp. 39-62

Week 3: January 21—Selection responsibilities, processes and tools. Evaluation of traditional and e-resources. Other demands on collections such as interlibrary loans. Announcement plans, approval plans, standing orders.

Read: Chapter 4, pp. 69-98 and Chapter 8, pp. 170-200

Class discussion. Group 1 .Topic suggestion: Recently there has been a great deal of interest in electronic readers of all kinds. How are these tools being used as a new way for libraries to loan or provide access material and possibly reach a different user group? Many academic libraries loan computers, is this just more of the same or does this technology have different possibilities? What may be some of the problems or advantages?

Week 4: January 28—Acquiring Materials. What methods do librarians use to acquire materials and how do we select vendors?.

Read: Chapter 5, pp. 103-119

Class discussion: Group 2. Topic suggestion: Collection issues in public libraries. What are some of the challenges that face collection management in public libraries—you might explore issues around multi-language needs, diverse demographics, financial issues.

Week 5: February 4— Evaluation of materials. How to decide what is “worth” buying. What not to buy. Evaluation of e-resources. We will examine the criteria for collection of reference materials, serials, monographs and A/V materials.

Read: Chapter 4, again

Class discussion: Group 3 – Topic suggestion: Acquisition or access? What should libraries provide? Is it appropriate use of public funds to provide only access? Is there a choice, if so, what is it? Does it matter what type of library is involved?

NOTE: PART 1 OF ASSIGNMENT 1 IS DUE TODAY.

Week 6: February 11--Collection development issues in a large academic library.
Guest Lecturers: Mr. Geoffrey Little, Collections Librarian, Concordia University and Mr. Joseph Hafner, Associate Director of Libraries, Collections, McGill University.

Class discussion: Group 4. Topic suggestion: Meeting faculty needs/demands. How much influence should each Faculty have in purchasing/access decisions? Meeting the needs of curriculum changes. Special concerns of a large academic library.

Week 7: February 18-- Making use of vendors--how electronic selection services work. Guest Lecturer: Ms. Luigina Vileo, Psychology Librarian, Concordia University.

Class discussion: Group 5— Censorship and selection—is selection censorship? Why? Why not? Discuss the issues in various library settings. Examine some situations in which particular books have been censored.

Week 8: February 25—Materials Budgets. Where does the money come from? How is it allocated between subject areas and formats. Does ILL get a share? What about “special collections?” How do we cooperate to make the most of our resources?

Read: Chapter 5, pp. 121-129 and Chapter 7, pp. 161-175

Class discussion: Group 6—Topic suggestion: Case Study—The New Orleans Public Library Disaster Recovery Budget Case. See <http://lu.com/management/neworleans.cfm> (Please see me before you begin to work on this assignment.) The discussion should look at disaster preparedness policies for libraries.

Week 9: March 4-8 STUDY BREAK

Week 10: March 11--- Preservation of materials. Future of digitization. Other forms of preservations. Do all libraries have a responsibility to preserve and maintain their collections. Gifts.

Distribution of final assignment topic. Due on 8 April, 2013.

Read: Chapter 10, pp. 247-268 and Chapter 11 (Note this is written from a US point of view.)

Class discussion: Group 7: The Graphic Novel: does it have a place in libraries? If so, what types of libraries? Explore the history and various types of Graphic novels and their publishers.

Week 11: March 18-- Special Collections : Comments on two “special collections” The Irving Layton Collection and other Special Collections at Concordia University and The Raymond Kilbansky Collection at McGill University. Guest lecturers: Annie Murray, Digital and Special Collections Librarian, Concordia University and Dr. Jillian Tomm, McGill University. Special Project. Rare Books.

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Class Discussion: Group 8: Issues in dealing with library vendors. How might these plans influence collection development. What are some of the risks involved? What aspects of collection development and collection management need to be considered when dealing with vendors? Are there some subject areas that might be better served by professional selection? What are they?

NOTE: PART 2 OF ASSIGNMENT 1 DUE

Week 12: March 25: De-selection. Keeping a collection current. Warehousing/storage and shared facilities..Conservation of materials and some legal implications for libraries in Canada and the USA.

Read: Chapter 6, pp. 133-155

Discussion group 9. Select eight to ten recent (last 3-6 years) individual titles, or series, for children or young adults. Try to find some examples of titles that have been controversial. Prepare a discussion for the class that will debate the merits of including these titles in various public/school libraries. Suggest how controversy might be handled.

Week 13: April 8—Review and Question Period.

Final Assignment Due Today

General Information:

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Council and Disciplinary Procedures (see www.mcgill.ca/integrity for information.”

“If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if contact the Office for Students with Disabilities at 398-6009 before you do this.”

**“Additional policies governing academic issues which affect students can be found in the McGill Charter of Students’ Rights:
<http://www2.mcgill.ca/students-handbook/chapter1.html>**

The students have the right to write exams in French

No extension, delay or late assignments will be accepted.

The only acceptable circumstances for an extension or a delay: personal illness and illness in the immediate family (physician’s certificate required)