



**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity’s capacity to engage information in effective, creative and diverse ways.**

**LIBR 580: Collection Management – FALL 2019 COURSE SYLLABUS (3)**

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓n̓əm̓ speaking Musqueam people.

<b>Program:</b>	Master of Library and Information Studies
<b>Year:</b>	2019-2020 Fall Session, Term I (September-December)
<b>Course Schedule:</b>	Fridays, 9am-12pm
<b>Location:</b>	IBLC Room 155
<b>Instructor:</b>	Kevin Madill
<b>Office location:</b>	IKBLC Room 414
<b>Office phone:</b>	604-827-2197
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<b>Learning Management Site:</b>	<a href="https://students.canvas.ubc.ca">https://students.canvas.ubc.ca</a>

**Course Goal:**

The goal of this course is to provide students with the knowledge required to identify, evaluate, and select print, audio-visual, and electronic collection materials for on-site and remote access, as well as grasp recent developments in the ongoing conversation regarding collection management, libraries, and the role of the subject librarian.

**Course Objectives:**

Upon completion of this course students will be able to:

- Evaluate the purpose and core elements of a collection development policy, and its role as both a guiding and constraining framework for collection management [3.2]\*
- Appreciate the broader context in which collection management takes place, and how intellectual freedom challenges, the global economy, the nature of parent organizations, publishing trends, etc. impact collection practices and policies [1.4, 5.1]\*
- Analyze options and apply criteria to the acquisition, selection, de-selection, and maintenance of print, special format and electronic collections [1.2, 1.3, 3.2]\*
- Recognize challenges and opportunities presented by electronic resources, including licensing, resource sharing, and cooperative collection management [1.3, 3.2]\*
- Describe and analyze key issues relevant to collections management including discovery, access, preservation, and use [1.2, 3.2]\*
- Illustrate marketing principles and strategies for libraries as they pertain to collection development and promotion [1.1, 2.1, 2.2]\*

- Assess library collections using a variety of collection- and user-centered techniques [1.1, 1.3, 3.2, 4.1, 4.2]\*
- Augment an existing library collection based on user needs, the context of use, and identified “gaps” in the current collection (e.g., topical, format), and provide a budget and budget justification for these recommendations [1.1, 1.3, 3.2, 4.2]\*

\* *Course objectives are stated in terms of student learning outcomes and reference the [iSchool Statement on Graduate Competencies](#).*

### **Course Topics:**

- Organizational planning and staffing
- Collection management policies
- Fiscal management
- Developing collections (e.g., selection, acquisition)
- Managing collection (e.g., de-section, storage, preservation)
- Needs assessment
- Marketing, liaising and outreach
- Cooperative collection management
- Evaluating and assessing collections
- Publishing, e-Books, and scholarly communication

### **Prerequisites:**

- MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor
- MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

### **Format of the course:**

One 3-hour class per week, which may include lectures, guest speakers, group discussion, in-class exercises, class presentations, and library branch visits.

### **REQUIRED AND RECOMMENDED READINGS**

#### **Required:**

- Johnson, Peggy. *Fundamentals of Collection Development & Management* 4th ed. Chicago: American Library Association, 2018. [available online through UBC Library and print through UBC Bookstore]
- Books, book chapters, and articles – as indicated in the course schedule.

#### **Recommended:**

- (1) See the weekly readings under Course Schedule.
- (2) Sign up for one of the following email lists during the term. (Note: Updated and checked to be operational as of June 1, 2019).
  1. BRITISH COLUMBIA LIBRARY ASSOCIATION: Acquisitions and Collection Development Policy Interest Group (acdc-list) <https://bclaconnect.ca/listservs/bcla/>
  2. ARL-EJOURNAL

“A discussion list concerned with all aspects of the management of electronic journals by libraries and information centers.” To subscribe, follow the directions at <http://listserv.nasig.org/scripts/wa-NASIG.exe?A0=SERIALST>

3. SERIALST

“an electronic forum for most aspects of serials processing in libraries.” To subscribe, follow the directions at

[http://www.nasig.org/site\\_page.cfm?pk\\_association\\_webpage\\_menu=308&pk\\_association\\_webpage=4955](http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=308&pk_association_webpage=4955)

4. ELECTRONIC LICENSING

“A moderated list for the discussion of issues related to the licensing of digital information by academic and research libraries.” To subscribe, follow the directions at

<http://liblicense.crl.edu/>

5. RARE BOOKS AND MANUSCRIPTS, ACRL

To subscribe, follow the directions at

<http://rbms.info/committees/publications/>

Suggested Journals for Collection Management topics:

- *Acquisitions Librarian*
- *Advances in Serials Management*
- *Against the Grain “Linking Publishers, Vendors, and Librarians”*
- *Bottom Line: A Financial Magazine for Librarians*
- *Collection Building*
- *Collection Management Library & Archival Security*
- *Library acquisitions: Practice & Theory*
- *Library Resources & Technical Services*
- *Serials Librarian*
- *Serials Review*

## COURSE ASSIGNMENTS

Assignment	Due	Weight
Attendance and general participation	Throughout term	10%
In-class assignments (2 @ 10% each)	See schedule	20%
Project #1: Special Formats	See schedule	20%
Project #2: Collection Sector Assessment, Evaluation & Selection Report	(1) Proposal: due Sep 27 in class (2) Collection Policy Analysis: due Oct 18 in class (3) Final Report: due Dec 5 by noon (delivered to SLAIS Office)	5% 15% 30%

## COURSE SCHEDULE\*

Date	Topic	What’s happening?
Week 1, Sep 6	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• History as context</li> <li>• Liberal democracies &amp; library collections</li> </ul>	<i>Sign up for special format presentations</i>
Week 2, Sep 13	<ul style="list-style-type: none"> <li>• Organizational structure, staffing, and facilities</li> <li>• Collection policies</li> </ul>	<i>Meet at the entrance to the MAA Library, IKBLC, UBC</i>
Week 3, Sep 20	<ul style="list-style-type: none"> <li>• Developing collections</li> </ul>	<i>Guest speaker: Mark Koep, Head, Kitsilano Branch, VPL</i>

Week 4, Sep 27	<ul style="list-style-type: none"> <li>• Publishing and Vendors</li> <li>• GBIP, WWB, YBP</li> <li>• Fiscal Management</li> </ul>	<b>Collection Sector Proposal due</b>
Week 5, Oct 4	<ul style="list-style-type: none"> <li>• Managing collections</li> </ul>	<b>In-class assignment #1</b>
Week 6, Oct 11	<ul style="list-style-type: none"> <li>• Special formats</li> </ul>	<i>Project #1 Special format presentations (8 groups to present)</i>
Week 7, Oct 18	<ul style="list-style-type: none"> <li>• Special formats</li> </ul>	<b>Collection Policy Analysis due</b> <i>Project #1 Special format presentations (8 groups to present)</i>
Week 8, Oct 25	<ul style="list-style-type: none"> <li>• Needs assessment; marketing, liaison, and outreach</li> </ul>	<i>Guest speaker: Tony White, Florence &amp; Herbert Irving Associate Chief Librarian, Metropolitan Museum of Art, NYC</i>
Week 9, Nov 1	<ul style="list-style-type: none"> <li>• Marketing</li> </ul>	<b>In-class assignment #2</b>
Week 10, Nov 15	<ul style="list-style-type: none"> <li>• Evaluation and assessment</li> <li>• First Nations Collections</li> </ul>	<i>Guest Speaker: Sara Dupont, Aboriginal Engagement Librarian, University of British Columbia</i>
Week 11, Nov 22	<ul style="list-style-type: none"> <li>• Cooperative collection management</li> </ul>	<i>Guest Speaker: Jean Blackburn, Librarian, Faculty of Health &amp; Human Sciences, Vancouver Island University</i>
Week 12, Nov 29	<ul style="list-style-type: none"> <li>• Scholarly publishing &amp; e-Books</li> <li>• Closing collection development</li> </ul>	
Thursday Dec 5, 2019 by noon in SLAIS office		<b>Final Paper Due</b>

\*Schedule subject to modifications pending confirmation of invited speakers

**Readings:** (bulleted are musts, non-bulleted are recommended)

**Sep 6: Introduction to the course**

- Johnson, Chapter 1
- ALA Core Values of Librarianship: <http://www.ala.org/advocacy/intfreedom/corevalues>
- Community Literacy: <https://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/public-libraries/community-literacy>
- Raise-A-Reader: <http://www.canada.com/literacy/raiseareader/index.html>

**Sep 13: Organizational Structure, Staffing and Facilities; Collection Policies**

- Johnson, Chapters 2 and 3 (pages 77-97)
- Louis-Jacques, Lynnette. "The Death of the Reference Collection." *Slaw RSS*, 17 May 2019, [www.slaw.ca/2019/05/17/the-death-of-the-reference-collection/](http://www.slaw.ca/2019/05/17/the-death-of-the-reference-collection/)

Alabaster, Carol. (2nd edition, 2010). *Developing an Outstanding Core Collection: A Guide for Public Libraries*. Chicago, US: ALA Editions. Accessed June 1, 2019. Read chapter 2: Developing a Core Collection Policy Statement.

**Sep 20: Developing Collections**

- Johnson, Chapter 4

Downey, K. (2013). "Why did we buy that? New customers and changing directions in collection development." *Collection Management* 38(2), 90-103.

### Sep 27: Publishing and Vendors; Fiscal Management

- Johnson, Chapters 3 (pages 97-111) and 5

Alan, Robert, Tina E. Chrzastowski, Lisa German, and Lynn Wiley. 2010. "Approval plan profile assessment in two large ARL libraries." *Library Resources & Technical Services* 54(2): 64-76.

Clendenning, Lynda Fuller, J. Kay Martin, and Gail McKenzie. (2005). "Secrets for managing materials budget allocations: A brief guide for collection managers." *Library Collections, Acquisitions and Technical Services* 29(1): 99-108.

Weir, Ryan O. 2010. "Trimming the library materials budget: Communication and preparation as key elements." *Serials Review* 36(3): 147-51.

### Oct 4: Managing Collections

- Johnson, Chapter 6

"Collection management matters – The politics of weeding." (2014). *Against the Grain* 26(2), 79-80.

Schroeder, E., Martorana, J., & Granatino, C. (2013). "Building faculty support for remote storage: A survey of collection behaviors and preferences." *Collection Management* 28(4), 301-320.  
doi:10.1080/10462679.2013.841603

### Oct 25: Needs Assessment, Marketing, Liaison, and Outreach

- Johnson, Chapter 7

Boudewyns, D., & Klug, S. (2014). "Collection development strategies for community engagement." *Collection Management* 39(2/3), 145-160.

Bowles, V., & Hazzan, L. (2012). "Balancing patron demand for all formats." *Public Libraries* 51(1), 38-40.

Doi, C., Mason, J., & Wiercinski, J. (2011). "Mobile access to audio and video collections in libraries and other cultural institutions." *Partnership: The Canadian Journal of Library & Information Practice & Research* 6(1), 1-31.

Schrier, R. A. (2011) "Digital librarianship and social media: The digital library as conversation facilitator." *D-Lib Magazine* 17(7/8), 1-7.

### Nov 15: Evaluation and Assessment

- Johnson, Chapter 8

Brown, J.M., & Stowers, E. D. (2013). "Use of data in collections work: An exploratory survey." *Collection Management* 38(2), 143-162. doi:10.1080/01462679.2013.763742

Horava, Tony. (2014). The Big Deal – OCULA Information Brief.  
<https://www.accessola.org/web/Documents/OLA/Divisions/OCULA/2014/Info%20Brief%20OCULA%20The%20Big%20Deal%20December%202014.pdf>

### Nov 22: Cooperative Collection Management

- Johnson, Chapter 9

Clement, S. (2012). "From collaborative purchasing towards collaborative discarding: The evolution of the shared print repository." *Collection Management* 37(3/4), 153-167.

Novia, J. (2012). Library, Archival and Museum (LAM) "Collaboration: Driving forces and recent trends." *Endnotes* 3(1). 1-10.

## Nov 29: Scholarly Publishing & e-Books; Closing collection management

- Canadian eBooks in Public Libraries (2018):  
[http://www.ontariocreates.ca/Assets/Research/Research+Reports/eBOUND\\_Canadian+Ebooks/eBOUND\\_Canadian+Ebooks+in+Public+Libraries.pdf](http://www.ontariocreates.ca/Assets/Research/Research+Reports/eBOUND_Canadian+Ebooks/eBOUND_Canadian+Ebooks+in+Public+Libraries.pdf)
- Cohen, Dan – The Books of College Libraries Are Turning into Wallpaper (2019)  
<https://www.theatlantic.com/ideas/archive/2019/05/college-students-arent-checking-out-books/590305/>
- Luce, Edward – The Retreat of Western Liberalism (2017)  
<https://www.youtube.com/watch?v=FrUe15eF0Yc>  
Please consider the following while watching: Where is Luce standing and why? What is an illiberal democracy? How many liberal democracies have disappeared in the last two decades? What is the importance of the individual in liberal democracies? What is the relevance of Luce's thoughts to librarians tasked with collection management?
- Bush, E. and Lemmen, D.S., editors (2019): Canada's Changing Climate Report; Government of Canada, Ottawa, ON. 444 p. Please read the section titled: Executive Summary available at <https://changingclimate.ca/CCCR2019/chapter/executive-summary/>

## **ASSIGNMENTS & PROJECTS IN DETAIL**

### **1. Participation**

Participation is worth 30% of your total grade. 10% is based on your attendance and participation in the class. The other 20% is derived from 2 in-class activities. The in-class activities will focus on specific aspects of the course, collection development, marketing, and evaluation relevant to the final report. We will devote substantial class time to these. They may be done individually or in groups, depending on the assignment. Tangible outcomes may be a brief report or presentation.

### **2. In-Class Assignments**

Presented in class. Please keep up with readings for preparation. Note that the in-class assignments are not tests on the readings. Rather, the assignments are designed to incite critical evaluation of new, relevant collection management information directly applicable to the final report. The weekly readings provide a helpful context for the assignment challenges. Rubric will accompany handout. 20% of final grade.

### **3. Project #1, Special Formats: Collection Management (Pairs)**

Collection management is complicated by the variety of materials and different formats that one must acquire in an information organization. Each material type poses unique challenges, such as locating vendors for multilingual materials, shelving paper-based maps, attaching location codes/call numbers to slides, and ongoing preservation of digital materials. We cannot explore all types of special formats in detail in the course, but you should be knowledgeable of the major collection management challenges associated with each.

This assignment consists of a 15-20 minute "snapshot" class presentation (including time for questions and discussion); class size will determine the length of the presentation. If appropriate, your presentation could include a "show and tell" example, e.g., bring an interesting paper map and or show what a digitized map looks like. Each person should have equal opportunity to speak during presentation.

In pairs, choose one of the following special topics below. Tell us what the special format is, and why it is unique. Then focus on ONE or TWO aspects of the collection management process: selecting, ordering, processing, displaying, retrieving, weeding, preserving, or censoring of materials in this format.

**Topics to choose from are:**

- |  |   |
|--|---|
| 1. Print maps                              | 11. English language learning collections |
| 2. GIS                                     | 12. Multilingual materials                |
| 3. Data collections                        | 13. Video, streaming movies               |
| 4. Music (CDs, LPs, sheet music, digital)  | 14. Materials for the visually impaired   |
| 5. Government documents                    | 15. Microform/microfilm                   |
| 6. Photographs                             | 16. Graphic Novels and Comics             |
| 7. Film (not macro or microfilm)           | 17. Apps                                  |
| 8. Rare manuscripts and materials          | 18. Board games/toys                      |
| 9. Print or online reference materials     | 19. Video games                           |
| 10. Art exhibition catalogues and ephemera | 20. Architectural drawings and plans      |

***Have another idea? Suggest it!***

Some of these topics are very broad. To do the topic justice in the time frame provided, it may be necessary to narrow your focus. For example, government documents could be examined at the municipal, provincial, or federal levels, but not all three. If you are having challenges with the scope of your topic, let's talk about it! Also, it may not be possible to look at the special format in all information organizations (i.e., special, academic, public). You should make a decision about what scope is appropriate in the time frame you have been given.

One of the information sources about your chosen material type could be an interview (in person or by phone) with a librarian involved in the management of this material. (Note: The professional community is a wonderful source of support for the School. Remember to be respectful of professionals' time and advice, giving them plenty of notice if you would like to speak with them or visit their organization, and sending a thank you note/email afterward).

Other sources of information may be the archived files of the email lists noted in the course syllabus (or other, more general lists like BCLA), and journal articles, books, websites. Try to present a balance of sources in your presentation and cite your sources. The assignment offers an opportunity to:

- Explore in-depth one or two collection processes of a special material type.
- Share the information with your fellow students.
- Give you practice in the public speaking skills that will be essential in your career.
- Hone your ability to deliver high-quality, high-impact information in a timely manner.

Students are required to present their findings using PowerPoint and post their PowerPoint Presentations on the course website for the purpose of sharing their research. PowerPoint presentations should not exceed fifteen slides but should include the following:

- Slide One: title and the names of group members
- Slide Two: contents page
- Last Slide: bibliography including interviews

Each person (in the pair) will be given the same mark on this assignment unless there is a compelling reason not to assign the same grade.

**Due:** See course schedule; weeks 6 or 7 depending on group.

**Notes:** PowerPoint required.

**Rubric:** Total=20 points (20% of final grade). A detailed rubric for grading will be posted on Canvas.



#### **4. Project #2: Final Term Report, Collection Sector Assessment, Evaluation & Selection Report (Pairs)**

The purpose of this assignment is to assess and evaluate a subject area within a larger collection and to select items that you feel will improve the collection, based on your knowledge of the library and its user community.

Two proposed ways to begin your collection sector report are as follows:

1. Choose a subject area that interests your group. Then choose a university, public, special, or school library that has a collection of materials on that subject. The subject area becomes a central focus through which you can coordinate your collection management skills.
2. Choose a specific library type that interests your group. Visit the library and identify an 'active' area of the collection that shows potential to grow your collection management skills (e.g., talk to a librarian to identify community specific interests, review the new books section, look for areas of high usage where spines are worn or books left for reshelving). Library type and patron base become the focus through which you coordinate your collection management skills.

The scope of your subject will depend on the size of the library you choose. You should aim to assess a subject area of approximately 50-75 both electronic and print items. In a school library, the topic "Canadian history" may be appropriate, but this topic would be much too broad at Vancouver Public Library's central branch – the topic could be narrowed to "History of Vancouver" or "Canadian History 1900-1930."

Your report should cover the following areas which I've divided into numbered parts:

##### **1) Description of the Subject** (see Collection Sector Proposal Report below)

This should include information about the scope and breadth, and facts about history and development. Include the call number range and key subject headings applied to this subject area.

##### **2) Description of the Library and Community**

Describe the library itself, including its community of users (numbers, size, identifying characteristics, cultural and other groups, etc.), and any other factors you think are important for collection development. What do you think are some of the information needs of the community based on this data? I recommend you go back and review week 9 to expand the resources you are using to describe your community.

##### **3) Collection Policy Critique** (see Collection Policy Analysis Report below)

A critical evaluation of the subject areas/library's/organization's collection policy including how it accommodates or fails to accommodate the needs of your collection sector.

##### **4) Evaluation of Existing Collection**

Describe the existing collection including an analysis of the collection's accessibility across formats. Review week 2 for facility issues related to collection management. Browsing both the stacks and online, are there any identifying characteristics to the current state of the collection (e.g., recurring publication dates, small publishers). Examine the stacks on one or two visits to catch some of the check-out items and sense of usage (e.g., books left after browsing for reshelving). Examples of questions to consider:

- How is the physical collection presented (divided across stacks/circulating vs. reference/non-circulating, across branches, in storage)?
- What is the range of formats in the collection?
- Indicate how you and patrons will catch relevant e-resources for your sector if the library/organization does not provide call numbers (e.g., LC, Dewey) to allow browsing for e-books online.
- Is there relevant technology nearby to utilize different formats?



## 5) Selection of Essential and New Collection Resources

First, describe how you would approach selecting materials in this area. For example, which selection tools would be most useful and why? **Review weeks 3 and 4 and in-class assignment #1 related to collection development.**

Second, compile a short list of items and sources that you think should be in this collection, including the following:

- Essential titles – sometimes considered “classics” in the area (up to 10)
- New titles – published within the last two years (up to 10)
- Print serials/e-journals (up to 5)
- Reference titles - atlas, maps, bibliographies, biographical resources, dictionaries, etc. (up to 5)
- E-resources (other than e-books and e-journals) – databases, websites (up to 10)
- Other resources/formats not covered above, such as audio, video, multimedia, microforms, etc. (up to 5). **See weeks 6 and 7.**

Third, please present your findings in chart form grouped by the bulleted categories above. Include all pertinent information (e.g., author, title, publisher, publishing date, ISBN) and **rationale for selection of the item.**

Fourth, critically compare the existing collection to the “wish list” of materials you have compiled noting if the library has any of the new and recommended titles and resources you found.

## 6) Budget

For the sources that you select in part 5 and that are not already in the collection, include the cost. While electronic products may be priced differently if they are part of a “bundle” or consortial package, include the cost as an estimate (ask a subject specific librarian for assistance; guesstimates are fine). Some materials may be “free” (e.g., websites).

Budget scenario: you have spent out your yearly allotment. You will need to approach either your administration or a donor to cover the costs. **Justify the spend.** **You may find it helpful to present your budget drawing from Week 4’s Fiscal Management class as a guide.** Remember budget asks should be succinct and direct, making use of charts/graphs and bulleted points.

## 7) Reflection

Consider some of the following questions as you reflect on the collection you have built.

- How does the existing collection measure up overall?
- Do you think it provides a balanced view of the subject? Or a view appropriate to the subject patron base?
- Is there a particular perspective that is not represented? How did you determine this?
- How do you think the materials you have chosen will improve the collection?
- Are there materials that should be weeded or deselected for storage or deaccession?
- Are there areas where the library should be moving toward more electronic access?
- Are there materials in this collection that you’d recommend digitizing for greater access or preservation?
- Would marketing improve the visibility and/or use of the resources? If so, what type of marketing are you recommending? Keep it real and within the library’s budgetary constraints!
- Based on the knowledge and experience gained in this class, would you advocate for specific changes in the collections policy for this area? To the allocation budgeted for this area?

## Final Term Report

**Due:** Thursday, December 5th by noon; to be dropped off at SLAIS for date stamping.

**Notes:** must be in print format.

Your assignment should be presented in a report format, clearly organized approximately 6000+ words (17-20 pages following the report format above; does not include appendixes and bibliography). Be concise! I strongly advise using charts and tables when appropriate to organize information – remember that it is important to have all the required information but also essential that the report has good readability. Include in your bibliography a list of resources consulted and people interviewed as part of the process.

**Rubric:** Total=100 points (30% of final grade). A detailed rubric for grading will be posted on Canvas.

#### **Written Report Style Requirement:**

- All reports: single sided, Ariel font, 1.5 spacing, 1inch margins, size 11 font, and footnotes (not endnotes).
- All reports: include a title page listing the group's members.
- Final report: include a contents page following the above numbered sections.
- Final report: include a bibliography (Turabian style) citing a minimum of eight peer-reviewed papers or books, not including the course text, relevant to the research of collection development and management of your sector. Interviews and other research resources (e.g., library research guides, non-peer reviewed materials such as blogs and review sites) should also be included in your bibliography but will be counted separately.

#### **PROJECT 2 EARLY REPORT DELIVERABLES:**

**To facilitate the production of a rich and purposeful final report, I have sectionalizing two parts of the final project to be handed in over the term for critical evaluation. This approach allows students the opportunity to focus on the report throughout the term and make adjustments to work prior to the report's finalization. See below for each stage, a description of what is required, and due dates.**

#### **(Part 1) Collection Sector Proposal**

**Due Date:** Friday, September 27 in class

Your term project proposal is due early in the term. The reason for having a proposal is twofold:

- First, **the amount of time you will invest in this project should not be underestimated.** We need to ensure that you have selected a collection to assess and that the scope of the collection is appropriate for the assignment (neither too narrow nor too large).
- Second, you will be using this collection as a basis for your collection policy analysis and selection review analysis assignments. This will allow you to focus on both assignments, rather than the logistics of choosing a collection.

The project proposal should be approximately 750 words in length (two pages tops) with appropriate margins and spacing. Include the name of the student(s) working on the project.

First, give your project an appropriate title. The proposal should include a brief description of the collection (subject) and the library or organization and community in which it is situated. Note that you will be going into more depth in these areas in the final term project report. For now, it is enough to introduce the collection and the setting. The essential part of the proposal is assessing the scope of the collection, so include sufficient information to enable me to evaluate this. For example, you should indicate the number of items to be assessed and how the collection fits in the broader topic area. If you are still at the level of "Young adult fiction" then we may need to narrow the focus to be more manageable. Similarly, you may find the topic you've chosen is too narrow (e.g., "gluten-free cookbooks") once you've visited your chosen library and may need to broaden it (e.g., "cookbooks for dietary restrictions").

**Rubric:** Total=5 points (5% of final grade). Points awarded for description of content and scope of collection, description of library/organization and community, sources to support descriptions, clarity, writing style, and organization.

### **(Part 3) Collection Policy Analysis**

**Due:** October 18 in class

Locate the organization's collection policy. Please include it with your assignment in an addendum. Provide an analysis of the strengths and weaknesses of the policy no more than 3 pages in length. If no policy can be found, note this and then discuss what you would include in the policy, what you would prioritize, and why and how it would impact your collection sector. It is important to be able to critique collection policy in relation to library type, patron base, formats, issue of language and culture, and other factors as discussed in-class.

The Collection Policy Analysis should be approximately 1,000 words in length (three pages) with appropriate margins and spacing. Use the title from Part 1 on a front page and include the name of the student(s) working on the project.

**Rubric:** Total=10 points (10% of final grade). Points awarded for depth and scope of analysis and critique, clarity, writing style, organization, and bibliographic sources consulted.

#### **Attendance:**

- Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand by email if at all possible.
- Up to 2 excused absences are allowed with prior notification to me. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark.
- Any penalties imposed for excessive absences are at the discretion of the instructor.

#### **Evaluation:**

All assignments will be marked using the evaluative criteria given on the [SLAIS web site](#).

#### **Access & Diversity:**

Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [\[https://students.ubc.ca/about-student-services/access-diversity\]](https://students.ubc.ca/about-student-services/access-diversity). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

#### **Religious Accommodation:**

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

#### **Academic Integrity**

Plagiarism: The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves

the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

### **Other Course Policies as Relevant**

Electronic Devices: Laptop computers are permitted in the classroom; however, I ask that you do not use cell phones and other electronic devices in the classroom. If you need to use an electronic device other than a laptop for any reason, please come and speak to me.