

Spring 2023 syllabus for INF 384D, Collection Management, Unique #: 28375

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Course description

Philosophical and social context, objectives, and methodology of evaluating, selecting, and managing library materials

Course aims

This course is intended to contribute to your growth as an information professional by developing your ability to deliberately construct collections in the context of their use and social value.

Learning outcomes

“The student successfully completing this course will be able to:

- Define and successfully carry out the roles and responsibilities of a librarian in collection development and management.
- Discuss historical, contemporary, and emerging trends and issues in society, education, and government to collection development practices.
- Locate and use appropriate research and professional resources in collection development and management.
- Apply appropriate policies and procedures for collection development and management.
- Develop and use a collection development policy, both for collection and for challenges.
- Practice collaborative resource development and management within library and community.
- Develop a collection that meets the needs of learning and the needs and interests of patrons and learners.”

School of Information. College of Communication & Information. Florida State University. (2017). [LIS5511 Syllabus](#).

Required texts, free or via UT Libraries

Saponaro, M. Z. and G. E. Evans. (2019). [Collection Management Basics](#). 7th ed. Santa Barbara, CA: Libraries Unlimited.

Emery, J., G. Stone, and P. McCracken. (2019). [Techniques for Electronic Resource Management: TERMS and the Transition to Open](#).

Gregory, V. L. (2019). [Collection development and management for 21st century library collections: an introduction](#). 2nd ed. Chicago: ALA Neal-Schuman.

Not required, but nice to refer to texts, free via UT Libraries

Alabaster, C. (2010). [Developing an outstanding core collection: a guide for libraries](#). 2nd ed. Chicago: ALA.

Johnson, P. (2018). [Fundamentals of collection development and management](#). 4th ed. Chicago: ALA Editions.

I encourage students to seek out additional relevant content, in all formats, to inform classroom discussions. As much as possible, required readings will be open access, but some material paid for and available via the UT Libraries may only allow for one person's use at a time, so please schedule accordingly.

What's a class meeting like?

During class meetings, you can expect a mix of lecture, small-group discussions, whole-class discussions, and group work time. Each student will join a library group—academic, school, hospital, public, special, etc. In some class meetings, group members will present to the class on readings that address that week's collection management topic as it relates to their particular library type. These presentations need to be brief—2-4 minutes—and should end by stating either a main issue for the library type and/or a discussion point which can inform a class-wide discussion about shared issues and differences. Throughout the semester there will be in-class opportunities for groups to meet and work on their group assignments.

Course outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check Canvas regularly. Changes to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

DATE	TOPICS	READINGS	IN-CLASS	ASSIGNMENTS DUE by 11:59pm the Friday before class
1/10	WHAT WILL THIS COURSE COVER? --syllabus --assignments --ER&L --What is a collection? What is collection management?	Saponaro , Ch. 1 TERMS , Ch. 8 Gregory , Ch. 12	Choose your library scenario CM plan example(s)	
1/17	GUIDING PRINCIPLES --Libraries and the First Amendment --Library Bill of Rights --Fair use, copyright, creative commons --Intellectual freedom --Censorship and challenges to items in a collection, discredited materials, community standards, banned books	Saponaro , Ch. 2 and 15 OR Gregory , Ch. 9 and 10 READ ONE (1) OF THE FOLLOWING—YOUR CHOICE Library Bill of Rights Guidelines for ALCTS (Association for Library Collections & Technical Services) Members to Supplement the American Library Association Code of Ethics, 1994 ALA Code of Ethics ALA Statement on Principles and Standards of Acquisitions Practice ALA Advocacy: Fight Censorship READ ONE (1) OF THE FOLLOWING—ALSO YOUR CHOICE Lingo, Marci. (2003). Forbidden fruit: The banning of <i>The Grapes of Wrath</i> in the Kern County Free Library . <i>Libraries & Culture</i> 38(4): 351-377. Coley, Ken P. " Moving Toward a Method to Test for Self-Censorship by School Library Media Specialists ." <i>School Library Media Research</i> 5 (2002). Twitter thread on "collection development anxiety," https://twitter.com/ThomasPeachLib/status/1347705598582939648?s=20 Dantus, Sabine J. (Jan. 14, 2021). " Are anti-racism book challenges on the rise? " Intellectual Freedom Blog, American Library Association. (Jan. 16, 2021). " The sound of silence ." <i>The Economist</i> , p.9. Harris, Elizabeth A. and Alexandra Alter. (Dec. 13, 2022). "A growing network of conservative groups is fueling a surge in book bans." <i>New York Times</i> . [Canvas > Files > Selected Readings]		
1/24	WHO ARE OUR USERS? --Finding out who your users are/will be --Forecasting their needs	Saponaro , Ch. 3, 4 Gregory , Ch. 3 Levenson, Helen N. (2019). Nimble collection development policies: an achievable goal . <i>Library Resources & Technical Services</i> 63(4):206-219.	GUEST SPEAKERS	

	--CM policies			
1/31	<p>WHAT DO OUR USERS WANT/NEED?</p> <p>--What do users actually use, and how do we know?</p> <p>--Circulation statistics, COUNTER, usage stats, citation analysis</p>	<p>Gregory, Ch. 2 OR Saponaro, Ch. 5</p> <p>Rawlinson, Nora. "Give 'Em What They Want." <i>Library Journal</i> 106 (15 Nov. 1981): 2188-2190.</p> <p>Panorama slides on the analytics platform</p>	<p>Citation analysis exercise</p> <p>GUEST SPEAKER</p>	<p>CM plans, Intellectual Freedom, etc. (individual)</p>
2/7	<p>HOW DO WE DECIDE WHAT TO PROVIDE FOR OUR USERS?</p> <p>--Selection sources—what's good, what's not</p> <p>--Reviews: reading them, using them, writing them</p> <p>--When/whether to include discredited materials in a collection</p>	<p>Saponaro, Ch. 6 OR Gregory, Ch. 4</p> <p>AND ONE (1) OF THE FOLLOWING...</p> <p>Worsham, Lynn. "The Endangered Scholarly Book Review." <i>Chronicle of Higher Education</i> April 1, 2012.</p> <p>Genco, Barbara, and Raya Kuzyk. (2007). 20 Maxims for Collection Building. <i>Library Journal</i> 132(15): 32-35.</p> <p>Johnson, Liz, and Linda A. Brown. (2008). "Book reviews by the numbers." <i>Collection Management</i> 33(1/2): 83-113.</p> <p>TERMS, Ch. 2</p> <p>Nye, Valerie. (2017). "Holocaust denial books in the academic library." ALA Intellectual Freedom Blog. (4 Dec. 2017)</p>	<p>GUEST SPEAKER</p>	<p>CM plans, Statement of Purpose; Background Statement; Mission, Goals, and Objectives Statements; Target Audiences (individual)</p>
2/14	<p>THE PUBLISHING INDUSTRY</p> <p>--Consolidation</p> <p>--Predatory publishing</p> <p>--Open access, Open educational resources, Open science...</p>	<p>TWO OF THE FOLLOWING—YOUR CHOICE</p> <p>Caldwell, Rachel. (2021). "Evaluating Publishers as Partners with Libraries and Higher Education." The Scholarly Kitchen.</p> <p>Stervander, Martin. (2021). "Fishy birds, birdy fish, poisonous fungi, and pizza: Our "scientific breakthroughs" published in a predatory journal." stervander.com</p> <p>Kowzlowski, Michael. (2021). "Here are the big 5 publishers terms for libraries in 2021."</p> <p>Twitter thread: Commentary on the Planet Money episode on libraries & ebooks, https://twitter.com/kidsilkhaze/status/1592682542775537664?s=20&t=Kb4jed6z6e9n9MFzF29CQg</p> <p>Twitter: Predatory publishing A to Z, https://twitter.com/TEQSAGov/status/1547444898319609856</p> <p>Milliot, J. (2022). Big Deals Highlighted 2021 Acquisitions. <i>Publishers Weekly</i>, 269(1), 10–11.</p> <p>Leopold, T. (2022). Proposed PRH, S&S Merger Could Squeeze Libraries. <i>Library Journal</i>, 147(10), 8–9.</p>	<p>Group work</p>	
2/21	ASSESSING COLLECTIONS, PT. 1	<p>Buckley, Matthew. (2022). "Lying eyes: the (misleading) perception of collections." <i>College & Research Libraries News.</i></p>	<p>Evaluating databases, book & ebook packages</p>	<p>CM plans, Selection or</p>

	--How do we know what we have?			Evaluation Criteria—General AND Specific; Selection Aids (GROUP)
2/28	ASSESSING COLLECTIONS, PT. 2 --What do users actually use, and how do we know? --What questions do we need to answer about the collection? What purposes does the collection need to serve? --Circulation statistics, COUNTER, usage stats		Approval plan profiling	
3/7	WHERE DOES THE COLLECTION LIVE? --Space/stacks management 101 --Remote storage facilities -- Resources In Common (RIC) --Weeding, withdrawal (and the attendant public relations nightmare) --Old media and the hardware needed to use it	<p>Gregory, Ch. 7 & 8 OR Saponaro, Ch. 9 Demas, Samuel, and Mary E Miller. "Rethinking Collection Management Plans: Shaping Collective Collections for the 21st Century" <i>Collection management</i> 37, no. 3-4 (2012): 168–187. Wu, Michelle M. "Shared Collection Development, Digitization, and Owned Digital Collections." <i>Collection management</i> 44, no. 2-4 (2019): 131–145.</p> <p>ONE (1) OF THE FOLLOWING—YOUR CHOICE: Acadia, Spencer. "Books Be Gone! Reducing an Academic Library’s Print Collection by Half to Meet Strategic Planning Initiatives and Participate in a Joint Library Resource-Sharing Facility." <i>Journal of library administration</i> 56, no. 2 (2016): 144–157. van Duinkerken, Wyoma, Eric Hartnett, and Emilie Algenio. "A Library for Libraries: Is the Joint Library Facility Becoming an Interlibrary Loan Hub for Libraries?" <i>Journal of interlibrary loan, document delivery & electronic reserve</i> 26, no. 2 (2017): 79–89. O’Neill, Jill. (2021, Feb. 3). "Revisiting Nicholson Baker and the retention of print." The Scholarly Kitchen. Furlough, Michael. (2021). "A lost cause? The importance and challenge of preserving research materials in their original formats. Download A lost cause? The importance and challenge of preserving research materials in their original formats." Modern Language Association 2021 Roundtable. McKenzie, Lindsay. (2019). "University of Iowa cuts journal subscriptions." <i>Inside Higher Ed</i></p>	Group work	

3/14	SPRING BREAK			
3/21	<p>LIBRARY TECHNOLOGY</p> <p>--Electronic Resources & Libraries (ER&L), March 5-8—recap</p> <p>--The industry: Marshall Breeding's Library Technology Report</p> <p>--Demos of Integrated Library Systems and/or Library Service Platforms</p>	<p>Saponaro, Ch. 13 OR TERMS, Ch. 4</p> <p>Breeding, M. (2017). Chapter 5: FOLIO: A New Open Source Initiative. <i>Library Technology Reports</i>, 53(6), 27–31.</p> <p>Gallagher, M. (2016). How to Conduct a Library Services Platform Review and Selection Download How to Conduct a Library Services Platform Review and Selection. <i>Computers in Libraries</i>, 36(8), 20–22.</p> <p>AND ONE (1) OF THE FOLLOWING</p> <p>Wilson, R., Mitchell, J., & Mitchell, J. (2021). Chapter 9. Open source library systems : A guide. Rowman & Littlefield Publishers.</p> <p>Breeding, M. (2022). Library Perceptions 2022: Results of the 15th International Survey of Library Automation</p> <p>Breeding, M. (2021). 2021 Library systems report: Advancing library technologies in challenging times. <i>American Libraries</i>, 52(5), 22-33.</p> <p>Breeding, M. (2020). 2020 Library systems report: Fresh opportunities amid consolidation Download 2020 Library systems report: Fresh opportunities amid consolidation. <i>American Libraries</i>, 51(5), 30–41.</p>	GUEST SPEAKERS	<p>CM plans, Collection Assessments (Analysis of Subject Fields OR Collection Mapping OR Support Levels OR Phase Levels OR Analysis of Collection by Format) (GROUP)</p>
3/28	<p>HOW WILL WE SUPPLY MATERIALS TO OUR USERS?</p> <p>--Access methods—EZProxy, Shibboleth, OpenAthens</p> <p>--ILL</p> <p>--Access vs ownership</p> <p>--Digitization projects</p>	<p>TERMS, Chapter 4, Sections 1 (Access) & 5 (Testing Access)</p> <p>AND TWO (2) OF THE FOLLOWING</p> <p>Arsenault, Dresselhaus, A., Tokoro, S., & Twardowski, K. (2020). The Authentication Landscape in 2019: One Does Not Simply Walk into Order. <i>The Serials Librarian</i>, 78(1-4), 168–172. https://search.lib.utexas.edu/permalink/01UTAU_INST/1jebi5I/cdi_crossref_primary_10_1080_0361526X_2020_1728733</p> <p>Carpenter. (2019). Moving to a World of More Seamless Single Sign-on Access: NISO's RA21 Recommended Practice. <i>Serials Review</i>, 45(3), 193–195. https://search.lib.utexas.edu/permalink/01UTAU_INST/1jebi5I/cdi_crossref_primary_10_1080_00987913_2019_1644843</p> <p>Corrado. (2020). Issues in E-resources Authentication and Authorization. <i>Technical Services Quarterly</i>, 37(3), 302–314. https://search.lib.utexas.edu/permalink/01UTAU_INST/1jebi5I/cdi_crossref_primary_10_1080_07317131_2020_1768704</p> <p>Dowling. (2020). We Have Outgrown IP Authentication. <i>Journal of Electronic Resources Librarianship</i>, 32(1), 39–46. https://search.lib.utexas.edu/permalink/01UTAU_INST/1jebi5I/cdi_informaworld_taylorfrancis_310_1080_1941126X_2019_1709738</p> <p>Romano, & Huynh, N. (2021). OpenAthens odyssey: challenges of implementing federated authentication for a multi-institutional user</p>	GUEST SPEAKERS	<p>CM plans, Collection Maintenance & Weeding, Gift Policy & Procedures, Replacements Policy + Reflection (individual)</p>

		<p>population. <i>Journal of the Medical Library Association</i>, 109(4), 648– https://search.lib.utexas.edu/permalink/01UTAU_INST/1jebi5l/cdi_d_oaj_primary_oai_doaj_org_article_9ecdc08f8132426ebeabb1646e1b7905</p>		
4/4	<p>HOW ARE MATERIALS OFFERED FOR ACQUISITION? --Front files, backfiles --Ebook discovery vs ebook purchase/ownership --EBA and DDA and PDA, oh my! --Multi-year deals --Academic tiered pricing</p>	<p>Robbeloth, Hilary, Matthew Ragucci, and Kristina DeShazo. (2017). Evidence-based acquisition: A real life account of managing the program within the Orbis Cascade Alliance. <i>Serials Librarian</i> 73(3/4): 240-247. Conrad, Lettie Y. (2020). "Little deals" everywhere: Is demand-driven collection development catching fire? <i>The Scholarly Kitchen</i>, August 11, 2020.</p>	<p>Group work GUEST SPEAKER</p>	
4/11	<p>HOW DO WE ACTUALLY ACQUIRE COLLECTION MATERIALS? --Acquisitions 101 --Technical Services --Vendors, jobbers, publishers, aggregators... --Journal packages, Big Deals (Elsevier) --Approval plans --Cooperative collecting, consortial purchasing, Hathi Trust --Gifts, donations</p>	<p>TERMS, Ch. 2: "Investigating New Content for Purchase and Addition" TERMS, Ch. 3: "Purchasing and Licensing" Potash, Steve. (2021). "Pursuing the Holy Grail of library ebook models." Saponaro, Ch. 8: "Acquisitions" OR Gregory, Ch. 5: "Acquisitions" Saponaro, Ch. 10: "Cooperation, Collaboration, and Consortia Issues" "Texas Universities Reach Historic Deal with Elsevier: TLCUA Saves Texas Universities Millions Collectively," https://tlcua.org/news/2022/11/30/texas-universities-reach-historic-deal-with-elsevier/ Pattee, Amy. (2009). Expedient, but at what cost? How vendor tools can fit into best practice. <i>School Library Journal</i> 55(1): 20-21. Gianni, K., McKee, A.E., Wilson, J., & Brown, I.A. (2015). Yer doin' it wrong: How not to interact with vendors, publishers, or librarians Download Yer doin' it wrong: How not to interact with vendors, publishers, or librarians. <i>The Serials Librarian</i>, 68(1–4), 255–261.</p> <p>ONE (1) OF THE FOLLOWING: Fowler, Geoffrey. (2021, March 10). "Amazon won't let you borrow that e-book at the library." <i>Washington Post</i>. http://ezproxy.lib.utexas.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=n5h&AN=wapo.b8791248-81cd-11eb-ac37-4383f7709abe&site=ehost-live Klosek, Katherine. (2021, June 3). "Maryland is first state to expand equitable access to e-books through libraries." Association of Research Libraries blog. https://www.arl.org/blog/maryland-is-first-state-to-expand-equitable-access-to-e-books-through-libraries/Links to an external site. O'Neill, Madeline. (2021, December 10). "Publishers sue over Maryland's first-in-the-nation e-book licensing law." <i>The Daily Record</i>,</p>	<p>GUEST SPEAKER</p>	<p>20 Things... (GROUP)</p>

		Maryland. https://thedailyrecord.com/2021/12/10/publishers-sue-over-marylands-first-in-the-nation-e-book-licensing-law/		
4/18	--Money: Library collections budgeting 101, library funding advocacy --Topics to re-visit—your choice!	Gregory , Ch. 6: "Budgeting and Fiscal Management" What collection management topics do you want to discuss? This could be topics we didn't cover in earlier class meetings or we could revisit topics for more in-depth conversations. Complete this survey to select topics: https://utexas.qualtrics.com/jfe/form/SV_1SyrxI5NIrkFaZw	Apportioning collections funds for different library scenarios	
4/25	CM PLAN PRESENTATIONS			Interviews with Collections Librarians (individual)

Assignments

This course has a mix of individual and group assignments, totaling 1000 points. **ALL assignments are due by 11:59 p.m. on the Friday before class.** That said... life happens. Talk to me, and to your teammates, if situations arise that affect your ability to turn in work on time. See Canvas for detailed descriptions of assignments and their due dates.

1. Collection management plan (**750 total points**): Work individually and in a group to develop sections of collection management plans for different kinds of libraries (scenarios provided).
 - a. Pt. 1, Intellectual Freedom (150 points)
 - b. Pt. 2, Statement of Purpose... (150 points)
 - c. Pt. 3, Selection and Evaluation Criteria (150 points) (GROUP ASSIGNMENT)
 - d. Pt. 4, Collection Assessments (150 points) (GROUP ASSIGNMENT)
 - e. Pt. 5, Collection Maintenance (150 points)
2. 20 Things We Must Have in the Collection (100 points): List and describe 20 must-have items for specific library scenarios. (GROUP ASSIGNMENT)
3. Interviews with professionals (**150 points**): Select a collection management professional from a provided list, compose a list of questions, interview them about their work, and post the interviews to Canvas. ASK GOOD QUESTIONS. Your grade on this assignment is based on your questions, NOT your interview subject's answers.

Grading policy

There is a total of 1000 points in this course. I am not giving letter grades for assignments. Your final grade will be determined by how many points you amass during the semester. In order to maintain student privacy, I will not discuss specific grades via email or text; you must meet with me in a one-on-one virtual conference.

Grade breaks

A, 1000-900 | B, 899-800 | C, 799-740 | FAIL, 739-0

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Attendance and participation

This hybrid course will meet in-person and online, via Zoom. Class recordings are reserved only for the use of members of this class (students, TAs, and the instructor) and only for educational purposes. Recordings should not be shared outside the class in any form. Violation of this restriction could lead to Student Misconduct proceedings.

Please let me and your team members know as far as possible in advance if you must miss a class. You are responsible for any work due on the date that you miss a class. If you are absent on a date when your team meets, you are responsible for providing the team with the necessary information to compensate for your absence.

Classroom safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university’s efforts to protect our community. Tests are fast and free.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)’ Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help

understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).

- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Counseling and Mental Health Center

The Counseling and Mental Health Center serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

Land acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Personal pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (which you can do here: <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Services for Students with Disabilities (SSD)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Sharing of course materials is prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Title IX Reporting Requirement

"Beginning January 1, 2020, Texas [Senate Bill 212](#) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email <mailto:advocate@austin.utexas.edu>. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still [mandatory reporters](#) under Federal Title IX laws and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed [supportive ways to respond to a survivor](#) and compiled [campus resources](#) to support survivors."