The Library Practice course of study is composed of a formal Introduction and six instructional units:

- Introduction: Library Practice Expectations and Becoming Familiar with the Library
- Unit One: Basic Library Skills and Function
- Unit Two: Library Catalog
- Unit Three: Reference Materials
- Unit Four: Databases and E-Books
- Unit Five: The Internet
- Unit Six: Library Promotion

Each instructional unit has several activities and projects that will help students obtain practice and competency in a variety of skills.

- Ongoing library responsibilities are introduced and evaluated in the first unit. Students will be trained to use the library’s circulation software and catalogs.
- Selection, evaluation and use of library materials for a research topic are covered in units 2 and 3.
- Selection, evaluation and use of electronic research sources are covered in units 4 and 5.
- In Unit 6 students will complete projects that promote library materials and library programs.
- The units are connected by common theme or topic. The student selects a topic that is associated with a portion of the non-fiction section of the library. This topic will determine which non-fiction section they are assigned to maintain, the research they conduct on the library catalog, databases and web.

The units will utilize a variety of technologies in their implementation.

- Students will be assigned an LAUSD email address and will use Google docs for some of their assignments. Students will utilize the LibraryPractice101 web site (http://librarypractice101.weebly.com) to access their assignments and post comments related to their assignments on the blog.
- The students will use NoodleTools or EasyBib to create MLA-formatted lists of the resources they select for their research topics.
- The library’s web site will be used to display their lists as research pathways for their topic.
Introduction: Library Practice Expectations and Becoming Familiar with the Library

Students new to Library Practice need to have time to become comfortable with the space and the people they are working with. The first two weeks are used to explore the library freely, look for materials they find interesting, and to introduce the manner in which the books are organized. Information such as behavior expectations and grading practices are reviewed and distributed at this time.

All handouts are prepared in a folder for each student. Students are given a tour of the library, shown how to sign-in for daily attendance, and course requirements are reviewed.

The main focus of the introduction is the activity *The Library: A Closer Look*. The student is given a clip board with the activity sheet, map and pencil. He is asked to look at the books on the shelves sequentially, looking at the relationships between the subjects in each main Dewey category. He is told to pull any books he finds interesting enough to check out and learn more about. When the student has looked at all non-fiction sections, he discusses with me his “journey” and the books he pulled. From this discussion, a research topic is selected. The following criteria are used in steering the student’s selection of his topic:

- No one else is researching the topic
- The topic has relevance to a high school student’s interests and studies
- The topic is not too narrow or broad.

Documents used in this unit:
- Handout: Library Practice Course Description
- Handout: Library Practice Course Overview
- Handout: Grade Record Sheet
- Handout: Library Vocabulary
- Activity: The Library: A Closer Look
- Handout: Library Map
Unit One: Basic Library Skills and Function

Unit One can be thought of as “boot camp” for library practice. Students first acquaint themselves with the Monroe library by completing The Library: A Closer Look, which culminates with making a topic selection that will become a theme for all their course work. The lessons teach them the skills that they will use daily in the function of the library, making each student a part of a team that makes the Monroe library a pleasant and accessible research facility for all patrons.

Goals for Unit One:

- Students will know the types of materials contained in the library and be able to direct patrons to them
- Students will complete a daily routine, or “mantra,” of entry, cleaning and maintenance
- Students will use library terminology correctly and in context
- Students will be able to use the Dewey Decimal System to maintain their assigned sections in correct “shelf order”
- Students will be able to check in and check out books using the library’s circulation system
- Students will be able to process new materials for the library
- Students will conduct themselves in a business-like manner using proper telephone etiquette and treat patrons in a welcoming, respectful way
- Students will post blog entries documenting their progress, reflecting upon what they learned, how they might use it, and how they feel about it.

Lesson Sequence:

Lesson One: Your Daily Routine: The tasks you do every day
Lesson Two: Library Circulation: Instructions for checking books out/in
Activity: Daily Routine/Circulation
Lesson Three: Dewey Decimal Classification and Call Number: The information you need to be able to find or shelve books
Lesson Four: Shelving Library Books: Instructions for shelving books
Activity: Dewey, Call Number & Shelving Review

Documents used in this Unit:

Handout: Your Daily Routine
Handout: Library Circulation
Activity Sheet: Daily Routine/Circulation
Handout: Dewey Decimal Classification and Call Number
Handout: Shelving Library Books
Activity Sheet: Shelving Books
Unit Two: Library Catalog

Unit Two trains the student to use the library’s online catalog to access, evaluate and select book sources. The skills learned will be used in the unit project: creating a bibliography of excellent book sources for his research topic.

The student starts with an activity that guides them through an exploration of the online catalog home page. Students will explore all the features and functions of the Quick Search tab, as well as look at the Power Search, Visual Search, Favorites, and My Stuff tabs. A second exploration guides them through the results page where they will explore the tools, details, and Keepers feature. The exploration culminates with printing a short bibliography from the catalog.

Before starting the unit project the student will create a NoodleTools or EasyBib account, where the selected sources for the project will be entered into a Works Cited list. A separate Works Cited list will be created for each subsequent unit project.

The Library Catalog Unit Project requires the student to use the catalog to find and evaluate 15 to 25 outstanding book sources for their research topic. The list is to include a cross section of call numbers including non-fiction, biography and fiction. The Works Cited list is to be annotated with the library’s call number for each source and an explanation of why it is an outstanding source and how it might be used.

Students will maintain a journal throughout the unit documenting their activities for the day and reflecting on what they have done. Details should be provided as to purpose and meaning to what they learned. Students are encouraged to provide opinions as to ease or difficulty, organization of the work, improvements, and their overall feelings and attitudes about what they are doing.

Goals for Unit Two:

- The student will be able to show patrons how to access the online catalog from both school and home
- The student will be able to show patrons the basic features of the catalog and explain their functions
- The student will be able to explain to patrons the differences between keyword, title, author and subject searches; the purpose of each; and which provides broader or narrower results
- The student will be able to summarize the results page for patrons, identifying call number, title, author, copyright, availability, and catalog features: Keep, See More, Sort, and Keepers
- The student will be able summarize the details page for patrons, noting the hyperlinks and explaining their usefulness
• The student will be able to explain for patrons what *Keepers* are and how they are used to create bibliographies.
• The student will use the catalog to create a comprehensive materials list for his research topic
• Students will make blog entries documenting their progress, reflecting upon what they learned, how it is used, and how they feel about it.

**Lesson Sequence:**

Lesson One: The catalog home page and review of the six tabs
Lesson Two: Quick Search and the four search buttons: Everything, Subject, Title and Author
Activity: Catalog Exploration
Lesson Three: The results and details pages
Activity: Catalog Exploration II
Project: Online Catalog Research

**Documents used in this unit:**

Handout: Instructions: Exploring the Online Catalog
Activity Sheet: Online Catalog Exploration
Activity Sheet: Online Catalog Exploration II – The Results Page
Handout: Create a *NoodleTools* or *EasyBib* Account
Project: Online Catalog Research Project
Unit Three: Reference Materials

Unit Three focuses on the access, evaluation and selection of print reference materials. These materials are the most costly, yet most under-used, materials in the library. There are several reasons for this: their contents are not searchable in the catalog, students are unfamiliar with the types and kinds of print reference available, and students do not possess the ability to effectively use the indexes to access the information. This unit addresses two of those issues: familiarity and access.

Library Practice students will receive instruction on the types of reference materials and then take a tour of the Monroe Library reference section. The first assignment allows them to explore the reference section freely. The students then receive a worksheet that gives instruction and practice on the use of an index. A “scavenger hunt” follows so students can use the information gained to answer four “typical” reference questions using three types of reference materials. The final assignment has the students searching and selecting reference articles on their topic, photocopying them, and creating a Works Cited list of reference sources in NoodleTools or EasyBib.

Students will make blog entries throughout the unit documenting their activities for the day and reflecting on what they have done. Details should be provided as to purpose and meaning to what they learned. Students are encouraged to provide opinions as to ease or difficulty, organization of the work, improvements, and their overall feelings and attitudes about what they are doing.

Goals for Unit Three:
- Students will be familiar with the different types of reference sources and how to access their contents
- Students will be able to assist our patrons by directing them to appropriate reference sources and assisting them in locating a reference source article that meets their needs.
- Students will create a comprehensive list, in MLA Works Cited format, of reference source articles that focus on their research topic.
- Students will use NoodleTools or EasyBib to maintain their lists of reference articles and assist them in creating a Works Cited list.
- Students will make blog entries documenting their progress, reflecting upon what they learned, how it is used, and how they feel about it.
Lesson Sequence:
Lesson One: Print Reference Source Introduction: Students receive an information sheet describing the types of reference sources and a tour of the reference section. They then explore the section looking for at least three of each type of source that interests them. In their journals they record the title, description and brief summary of each source they selected.

Lesson Two: Using an Index: Students receive a worksheet that provides instruction and practice in the effective use of an index.

Activity One: Reference Question/Answer Project: The students use resources to find three answers to four different questions. They will evaluate the resources for the quality of the information and ease of access.

Activity Two: Research Topic: The students are now ready to search a variety of print materials for quality information on their research topics, photocopy the articles, and cite the sources in a new Works Cited list on NoodleTools or EasyBib. Their activities are recorded daily in the blog.

Documents Used in the Unit:
Handout: Unit 3: Reference – An overview of the unit
Handout: Types of Reference Materials
Activity: Reference Source Index Worksheet
Activity: Reference Question and Answer
Project: Print Reference Source Project
Unit Four: Databases and E-Books

Unit Four focuses on databases and electronic books (e-books). Databases and e-books have become the most preferred reference information source because they provide easy, efficient, economical and simultaneous access for a large number of users to a wide variety of high quality sources that would not be otherwise available in a small library. It is important for students to understand how databases and e-books differ from the Internet and why, for research, they are a preferable resource. Library Practice students should have sufficient familiarity with our databases and e-books so they can access and use them for their research as well as assist library patrons. The first lesson will review basic concepts so students have a firm foundation on what databases and e-books are. The second lesson will provide students with an overview of the features of LAUSD Digital Library and the Monroe Library e-books. The unit project will have students research their topics over several databases, providing sources in variety of media types.

Goals for Unit Four:
After completing the Database and E-Book unit, Library Practice students will:

- Be able to understand the concept of an information database and be able to explain the differences and similarities between databases and other online sources.
- Know how to access databases and e-books from school and public libraries
- Be familiar with the generic features of a database and be able to assist patrons in using these features.
- Be able to choose an appropriate database based upon topic, research project or particular media type.
- Be able to conduct a basic search within a database and a cross-search between several databases. They will be able to look at the results page, differentiate between the different types of sources, and select the items that are appropriate for the research and/or project.

Lesson One: Introduction to Databases – Students will be provided an information sheet providing descriptions of databases, e-books and online sources. A worksheet will allow the students to show their understanding and ask them to complete a double bubble thinking map show the similarities and differences between databases and online sources.

Lesson Two: A Travel Guide to Databases – Students will take a tour of databases where they will provide artifacts of their tour and complete a “passport” giving proof of the databases visited.

Unit Project: Research Your Topic – The students are now ready to search several databases and e-books for quality information on their research topics, print the articles, and cite the sources in a new list on NoodleTools or EasyBib. Their activities are recorded daily in the class blog.
Unit Five: Internet: Accessing and Evaluating Web Sites

*Internet* – a worldwide system of computer networks

*World Wide Web* – "The World Wide Web is the universe of network-accessible information, an embodiment of human knowledge." (Tim Berners Lee)

Unit Five focuses on information accessed from the Internet. . . or, is it the World Wide Web? These two terms are used synonymously, but can be confusing for students. Databases, e-books, and other sources are also available on the Internet, and have web addresses that start with “www.” Are they “web” sources, “Internet” sources, or “online” sources? To avoid confusion, students are told that if a site is accessible from a search engine, such as Google, then it is considered a web site. Web sites have quickly become the information source of choice for most library patrons doing research. Note, in Unit Four, we cited databases as the “preferred” information source, because information specialists understand their value. But, the general public doesn't always have access to these sources, especially at home, and doesn't have a clear understanding of different types of information sources. The reasons for the web’s popularity are easily understandable. It’s fast. It’s easy. It’s readily accessible. These reasons give rise to concerns which form the foundation for this unit. Most patrons do not search the web effectively or efficiently, nor do they evaluate their sources for their quality or credibility.

**Goals of Unit Five:**

After completing the Internet unit, Library Practice students will:

- Use a variety of search terms to search a topic
- Use Boolean and advanced search techniques to narrow (or expand) their web searches to make them more efficient and effective.
- Recognize, locate and evaluate the attributes of web sites that measure their credibility and the quality of their information.

**Activity One: Advanced Searching** – This activity will introduce the student to, and allow them to explore, advanced search techniques. The focus will be primarily on multiple word (AND) searches, the use of quotation marks, and the use of the minus sign to narrow a search. The use of “OR” to broaden a search will also be explored.

**Activity Two: Web Evaluation** – Students will learn the attributes to look for when evaluating a web site for its credibility and quality. A short lesson introducing the concept, vocabulary and method behind the evaluation of web sources is followed by an activity where several web sites are evaluated, some bogus and some authentic.
**Unit Project:** Students will search the Internet to locate web sites that provide information on their topics. They will need to provide evidence that they used a variety of search techniques and that each web page was thoroughly evaluated. Selected web sites will be entered into their *NoodleTools* or *EasyBib* Works Cited list.
Unit Six: Library Promotion

Unit Six focuses on ways that librarians promote the services of their libraries to the general public, in our case, to the students at Monroe High School. This unit will allow you, as a Library Practice student, to choose an appropriate project that will publicize the services of the library.

Goals of Unit Six:

- Recognize literary genres
- Distinguish fiction from nonfiction
- Develop public speaking skills
- Develop visual art skills
- Develop public relations skills

Possible Activities:

Students will do two activities: Activity One (mandatory) and one more of your choosing from the list below. Or, for your second activity, you may devise your own activity and project, as long as it meets the goal of promoting the library or library materials.

*Activity One: Create a display — This is a mandatory activity. You will “promote” the resources you have collected on your topic by creating a library display. You will also promote your resources on our library’s website, so you will have to devise an interesting way to present your display electronically. There is room for much creativity here. The display should be eye-catching and the purpose of the display made clear by succinct and well-made captions. Of course, it must be visible from a distance so that the patron notices it and draws closer. Do a Google image search on “library displays” to get ideas.

*Mandatory

Activity Two: Writing a simple book review — Using databases and Internet web sites, research how to write a book review. Then choose a book that you really liked and write a review that will be posted in Destiny Quest and the Bibliosmile blog attached to the library web site. Part of the book review is noting the genre of the book and whether it is fiction or nonfiction.

Activity Three: Present a book talk — You may choose to give a book talk to one class or several classes. Book talks are more informal than a book review and typically take two to five minutes to present. The tone of a book talk is conversational. See http://www.uri.edu/artsci/lsc/Faculty/geaton/MSLMAtalk/ for explicit instructions on how to do a book talk. You may practice your presentation with me and fellow library practice students as an audience before you go “live” with your real audience.
**Activity Four: Create a poster** — Posters of a book are an enduring way to leave your mark on the Monroe library. Your finished poster will be framed and hung on the library wall about the bookshelves. Your poster must contain:

1. The title and author of the book
2. A quote from the book, not necessarily something a character directly states, but a sentence from the book that succinctly sums up the book.
3. A powerful visual of an event or concept from the book.
4. The writing on the poster must be large enough to see from 8’ away.

Examples:
"Cut" does not name the author, but the visual was so powerful that I had to hang it up.

**Activity Five: Create a promotional campaign** — There are programs and services available in the library of which Monroe patrons may be unaware. For example, the student-led book club. Teachers may be unaware that the library has many resources that they can use. We can discuss services that the library provides and discuss ways that the Monroe community can be made aware of them. Outside organizations have programs that we could participate in and publicize, such as:

- Banned Books Week (ALA)
- Read Across America (NEA)
- Teen Read Week (ALA)