

Livermore Valley Joint Unified School District

Course Title: Library Services
Grade Level: 9-12
Length of Course: One semester or equivalent term
Credit: 5 units
Prerequisite: None

Course Description:

Library Services is a course designed to provide work experience in a school library. Students must be able to work independently through the course modules. Students develop skills in library ethics, customer service, collection development, and marketing. This is an ideal course for students considering careers in librarianship or education, as well as those who hope to work in their university libraries.

Schools Offering: Granada High School
Del Valle High School
Livermore High School
Vineyard High School

Meets University of California Entrance Requirements: N/A

Board Approval: Pending Board Approval

Course Materials: All instructional materials will be created or collected by the instructor and be distributed via the current learning management system or website. We will primarily use resources available through the American Library Association website, along with the websites of the affiliates of the American Library Association.

Supplemental Materials: None

Library Services

COURSE CONTENT

Unit 1: Library Ethics

Using the American Library Association's "Code of Ethics" as a starting point, students will learn about the ethics that drive the library profession. This unit will focus on privacy, copyright, and intellectual freedom.

Summary of Key Assignments and/or Activities

Students will use case studies to make ethical decisions about situations they might encounter in a school library. Students will work through a Common Sense Media lesson on copyright and design a poster or slide advertising resources for finding Public Domain and Creative Commons resources. Students will sign a contract, indicating their commitment to abide by library ethics throughout the course.

Unit 2: Customer Service

In this unit, students will learn appropriate ways to greet library patrons in-person and on the phone. They will learn about the basics of professionalism in office and library settings.

Summary of Key Assignments and/or Activities

Students will review documents and videos on professional behavior, and then they will practice those behaviors in the library environment. The library staff assess the students' professionalism on a rubric, and students will have a post-observation conference with library staff. Students will have an opportunity to have a follow-up observation and conference, should they want a chance to improve their scores on professionalism.

Unit 3: Circulation

This unit will focus on library organization and providing access to library materials. Students will learn how to circulate library materials and accurately shelve them.

Summary of Key Assignments and/or Activities

Students will complete tutorials on our Online Public Access Catalog (OPAC), Destiny. They will learn to check out, check in, renew, and review overdue books, while paying attention to the alerts from the OPAC. They will also learn how to do advanced searches in the catalog so they can help library patrons find what they need. This unit also includes lessons on the Dewey Decimal system and shelving.

Unit 4: Library Displays

This unit is about creating library displays to support student learning and access to library materials.

Summary of Key Assignments and/or Activities

Students will read articles about effective library displays through articles and seek examples of library displays outside of our learning community (Pinterest, Facebook groups, blogs, etc.). Students will then choose one of the following: 1. Create a table-top display, 2. Design a bulletin board, or 3. Make a digital display. The display should reflect the National School Library Standards foundation of inclusion, "seeking interactions with a range of learners."

Unit 5: Collection Management

This unit will cover the driving principles of collection maintenance and management.

Summary of Key Assignments and/or Activities

Students will learn to pull reports on circulation statistics in Destiny as a starting point for decisions about weeding. They will also read articles on the philosophy and practical uses of weeding and make recommendations for weeding books. After reviewing their recommendations with the teacher librarian, the students will go through the process of weeding books the teacher librarian approves. Students will also learn to inventory and shelf read a section of the library. After cleaning up a section of the library via weeding, shelf reading, and inventory, students will use book reviews and other book selection tools to recommend 3-5 purchases for that section.

Unit 6: Marketing and Social Media

This unit covers the best practices in marketing and advocating for the school library.

Summary of Key Assignments and/or Activities

Students will learn about best practices in library marketing and create a marketing plan for a library event or service. The student will create materials to advertise a library event or service on the library's social media accounts and at least two other methods of marketing. Students will seek feedback from a peer and the teacher librarian and then modify the marketing plan and materials.

Unit 7: Readers Advisory

This unit will cover the importance of and methods for matching readers to books.

Summary of Key Assignments and/or Activities

After reading articles on readers advisory, students will create either a book trailer, book talk video, or a tutorial of a readers advisory database. All students will also write at least one shelf review for a library book they have read throughout the trimester. Readers advisory is an ongoing element of the Library Services class, as students can always read library books and write reviews.

Standards

National School Library Standards

Inquire

- Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning
- Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.

Include

- Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.

Collaborate

- Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.

Curate

- Learners exchange information resources within and beyond their learning

community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

Explore

- Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

Engage

- Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.

Instructional Methods and/or Strategies

The librarian will introduce each unit to the students either in person or via screencast. This course will be self-paced, while requiring students to meet benchmarks by dates on the course calendar. Students will work through the course units in order. The material will be presented to them through videos, handouts, websites, and teacher instruction. Students will conduct research and collect information to support their individual learning interests within each unit.

Assessment Methods and/or Tools

Students will be assessed using project rubrics, observation rubrics, and quizzes in Schoology. The grading categories will reflect the units in the course. Students will have the opportunity to revise each assignment or re-take each assessment, at least one time, after feedback from the instructor. The summative assessment for the course will be the marketing plan.

Assessment Criteria

Students will be graded on a traditional grading scale:

A+	100-97%	B-	80-82%	D+	67-69%
A	96-93%	C+	77-79%	D	63-66 %
A-	90-92%	C	73-76%	D-	60-62%
B+	87-89%	C-	70-72%	F	0-59%
B	83-86%				