

Topics to be covered

Wednesday August 15

- Overview of course
- Collection Development Policy
- Mapping a Collection (Collection Assessment)

Monday August 20

- Overview of and sign up for work study units.
- Selection Tools
- Selection Criteria for:
 - Books
 - Pre-school
 - Picture
 - Fiction
 - Award winning books
 - Graphic novels
 - Non-fiction
 - Series
 - Periodicals
 - Audio-visual materials
 - Electronic resources
 - Internet resources
- Curriculum Standards

Wednesday August 22

- Weeding

Monday August 27

- Excel

Wednesday August 29

- Budget development
- Ordering
- Vendors
- Inventory

Monday September 3 - Holiday

Wednesday September 5

- Request for Reconsideration
- Censorship (Intellectual Freedom)

Monday September 10 (College Night)

No class – meet and learn at College night at the convention center. Work on your projects.

Wednesday September 12

- Publishing Industry
 - Process
 - Marketing
 - Customer Service
 - Wholesalers/Resellers
 - Remainders
 - Bindings
- Dawn Liberti, Scholastic Library Publishing representative here re ordering direct from publishers.

Due and open for discussion:

- “Volunteer” time report
- Weeding Report
- Collection Development Policy for your school
- Bibliography of 25 books to be added to your library
- Procedures Manual update to include material on material selection, weeding, budget, ordering, etc.

IV. Procedures manual

At the end of this class, your procedures manual should have collection and weeding policies, vertical file information, and budget information. **Due: September 12**

V. Bibliography Project

Each student will create a list of 25 books or other materials that meet their library's criteria for adding to the collection. This group of items must all be on a specific narrow subject or in a specific and narrow genre. If it is aligned to a particular curriculum standard for a particular grade or subject, it is even better!

For example:

Easy books about animals for grades K-3 (Life Science standards, K-3)

Mysteries with female protagonists

High Interest, Low Reading Level books for high school students reading at 5th grade level.

Not acceptable examples:

Adventure stories (for whom?)

Books about antiques (Price guides? Museum catalogs? Art works? Popular works?)

This bibliography should be presented in a format that could be submitted for a grant or given to a community group as suggested purchases.

Follow the guidelines below for the desired grade:

Grade desired	Topic	Number of items	Annotations	Other
A	Focused– Topic in a few words, purpose described in one paragraph introduction	25+	Describe item and its uses; discuss reviews; age level included.	Author, title, copyright, date, price. Place to order if special. Price totaled. Neat, grammatically correct. In order. Excel formatted correctly.
B	Less focused	20-25+	Item description and age level.	Author, title, copyright date. Neat, grammatically correct.
C	General	15-20+	Simple description copied from web site	Author, title, date. Neat.
D	General	15	Simple description copied from web site	Author, Title. Sloppy.

Note: in the above table, a lower ranking in any one category will earn the lower grade.

Due: September 12: the above information presented on an Excel spreadsheet including prices and total cost.

College of the Sequoias
LS 202
George Pilling & Elainea Scott
Fall 2007
Assignments

I. “Volunteer” time

Students will spend at least five hours at another library of their choice. They should work with the librarian to help weed and develop the collection in a particular area. The results can be used in combination with the assignments below. For example: If you have decided to update your collection of books about ancient civilizations, you should spend some of your volunteer time working with that section in another library. You will gain knowledge of the subject and titles available and ideas for developing your collection list. You should also spend time surveying another collection so that you can survey your own by comparison. You can also find weeds at another library – in fact, this is better than finding them at your own.

For those students not working in a library, you can truly “double-dip.” You will need a library to complete your assignments, and the one you volunteer in is the easiest.

Due: September 12: One page comparing your library’s collection with the one you volunteer in, or if you do not work in a library, one page of your observations about the status of the collection overall.

II. Collection Development Policy

Write your ideal Collection Development Policy. It should include the following elements:

- A. Philosophy or objectives of the collection
- B. Selection criteria (may include these topics)
 - i. Authenticity
 - ii. Use
 - iii. Content
 - iv. Curricular uses
 - v. Technical qualities
 - vi. Relevance
 - vii. Is the item worth the price?
 - ix. is it significant?Accompanying guides
- C. Needs assessment instrument
- D. Gifts
- E. Weeding
- F. Reconsideration of challenged material statement & policy

Due: September 12

III. Weeding Report

Students will bring to class on September 12 three books, from any library, that are examples of why weeding is important. **Due: September 12:** One short paragraph on each book explaining why it should no longer be in the collection. Students who do not work in libraries, or anyone who uses another library than his or her own for this assignment, should borrow the selected books.