

**Report of Ad Hoc work group on ESL and Child Development materials
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The Ad Hoc work group, appointed by Dean Jones and Charles Fracchia met four times this semester and identified numerous difficulties with our location and call number practices for materials we collect to support courses in ESL, Child Development, and other areas. Almost every difficulty we identified is caused by a lack of consistency – materials receiving one call number at one campus and a different number at another location, similar materials getting different call numbers, etc. (see Appendix 1 for details.)

The local PZ call number schemes that we currently use at Rosenberg were devised to support students who are building up their reading skills. Many faculty have created assignments that require students to browse actual content within books for interest and difficulty level. Although the local PZ call numbers have served these needs to some extent, they have created many problems with inconsistencies.

Our proposal to resolve these difficulties, clarify cataloging confusion and promote access for students is for the following three policy changes:

I. Increase consistency within and across collections by using Library of Congress assigned call numbers and LC classification schedules for ALL of the materials under discussion except for only two areas. The two exceptions are:

- i) Materials classed by LC in PE 1128-PE 1129 shall be classed at all locations using the CCSF expansion PE 1128.1-PE1129.9 This exception sorts the materials by subject, sorting out grammar, TOEFL, etc. (See Appendix 2)
- ii) Retold (simplified) novels and story collections shall be classed with the original works in PQ-PS at every location.

Past local policies of exceptions to Library of Congress classification which the proposal **eliminates** include PZ1, PZ3, PZ4, PZ6. The application of these has never been clear, and never been consistently applied across campuses.

All campuses would use numbers in PZ that the Library of Congress assigns – PZ7 for young adult and children's fiction, and some other numbers in PZ.

Cataloging would continue our current procedure of making occasional changes to LC call numbers for specific materials, for example, classing a book about walking in San Francisco with materials about San Francisco, instead of accepting LC classification for it with books about walking.

II. Create a location code for Rosenberg Library to provide browsing access to materials for new readers. The abbreviation for this area will be an inclusive term for materials that support beginning levels of English courses for both native speakers of English and for students of English as a second language. The work group suggests that students and faculty be consulted to name this location, which could be **READ** or **EZ** or some other word of five letters or less. Using a location code eliminates the need to invent numbers (PZ 3, PZ 4, etc.) while still providing a confidence building experience for students. Call numbers can be the same at all locations.

Both fiction and non-fiction works would be included with this location.

An implementation possibility would be to use additional tape labels for the section on the spine, instead of printing the section name on the call number spine labels. This would facilitate the transfer of books from the circulating collection to this section or vice versa.

III. Designate a new place for these materials to be shelved. The work group did not include all the parties that need to be included in this decision, but one suggestion is to use some shelves of the Reference area, which would open up some space in the tightly shelved circulating stacks. Our current trend towards fewer reference books will continue as print indexes, directories, and article collections have been replaced by free or subscription online sources.

This aspect will require further discussion with Circulation and Reference.

For background on specific types of materials and call number issues, see the attached chart summarizing our discussions, see Appendix 1.

For the locally defined call numbers PE 1128.1 – PE 1129.9, see Appendix 2..

Difficulties in the Classification of ESL, Child Development and Basic Skills

Discussion summary 10/22/09 and 11/5/09

Area	Difficulty	Possible Solutions
		No summer school this coming summer will put emphasis on projects. Reclassifying materials to achieve consistency can be done this summer.
Various	Variant classification practices are used as a substitute for additional locations resulting in extra time, effort, confusion and inconsistency. Preferable to move books from one location to another (ESL to Circ and back) without having to change call numbers.	Create locations and use fewer local classification numbers. Establishing locations is a policy issue that needs to go to the Library Advisory Council.
Various	Even better than having consistency within each campus would be to have consistency between campuses	Stick close to LC assigned call numbers with very few exceptions.
ESL readers	There is definitely a need for low-level ESL students to be able to browse collections at their level. I would like to see us define (together with the ESL faculty college-wide) what levels would benefit most from an ESL section where they can browse and what levels would benefit more from learning to use the entire collection and thus being exposed to a broader collection of resources.	Discussions can be held with faculty. It's hard to pin down the levels of materials for books not expressly written for ESL students (vocabulary may be a different level than the sentence structure) and City College revises its definitions for the levels periodically.
	ESL instructors tell students to browse - look over many books before picking one to read. Need for suitable materials to be together in one area.	ESL locations at campuses work well. Students at Ocean need a location (EZ or READ or BASIC or ???) that collects materials into browse-able area (Policy issue).
	JAD already has the ESL books filed by levels (different system from Downtown) AND separately shelved by levels we have books that come with audio. So there can be multiple places to look for an ESL book. These shelving categories work well for browsing students and make crazy work for our work/study students doing the shelving.	Downtown avoids some of these multiple places to look by using bright pink labels on the spine to identify books that come with audio and interfiling with other books. Color coding instead of placement can be used for levels?? Campuses want to work on this further.
Fiction retold for ESL	Some are classed in PE1128.8, some in PQ-PR-PS so unclear which class to use for new items. It can be harder to identify and locate the same story in different levels, versions, when cataloged into the PE 1128.8	Using the PQ, PR, PS call numbers works better, because it puts all the Mark Twain together, etc. Understood that some readers anthologize multiple authors or are written specifically for ESL which may need to stay in PE1128.8.
Easy to read non-fiction acquired to support ESL	At Rosenberg, sometimes the very same title has a copy classed in PZ 4 and another copy classed by subject	Collection code would solve this, allowing the elimination of PZ 1, 3, 4, 6. copies in different locations would have the same call number, just like Reference copy and Circ copy. (Policy issue)

Area	Difficulty	Possible Solutions
Books to be read to children	It is not clear which books should be classed PZ 1, to be 'read to children' because books at many reading levels can be read to children. Some picture books can be read by children for themselves, and some books with many pictures are intended for adults. These books can be classed in PZ7, as LC does.	Abandon the assignment of PZ1 to some books. Use LC assigned numbers (PZ7 for most children's fiction, other numbers for non fiction.)
Non-fiction for children	Many in PZ 1 at JAD, but same materials get other classifications elsewhere, confusing to see different call numbers on one book.	Use LC non-fiction classification at all locations.
Children's books (non-fiction?)	We have asked for some children's books to be recataloged into PZ when cataloging classed it by subject call no. We have our Children's books housed separately even though we don't have a location code. We would like to continue having a separate shelf for our students with children and students studying Child Development.	Providing separate area for children's books not resolved.
PE1128.8	These are mostly smaller format books, when there are so many books with the same call no. the little books get lost in between the bigger exercise type books. In our attempt for order we have had different ways of filing these. One way is to file smaller books separate from bigger books. This means more orderly shelves but more places to look for a specific book (unless you know what size it is which can be easy)	Using PQ, PR, PS call numbers will separate the smaller format books (such as Longman readers) from the text books.
Books to be read to children	At Downtown campus, many have LC assigned PZ7, at other campuses these have locally assigned PZ1	Use LC assigned number (often PZ 7) at every location.
Non-fiction books for children	Using LC assigned call number separates them from other Child development materials. Also, at Rosenberg, difficult to determine which should be classed PZ4 for ESL students and which should get LC assigned numbers – so similar or same book may get different call numbers at Rosenberg.	Using LC assigned numbers will solve problem of inconsistency and remove need to decide which should be in PZ 4.
ESL texts, etc.	Using PE1128.1-1129.9 adds work, and some materials have been given LC assigned numbers, for instance TOEFL books in two places.	Use local scheme for all ESL materials (PE1128.1-PE1129.9) Use PE1129.9 for all TOEFL books.
Picture dictionaries	Not discussed	Not resolved.

Appendix 2 CCSF expansion PE 1128.1-PE1129.9

PE 1128.1	ESL Theory	Materials about teaching and learning ESL.
PE 1128.2	ESL Teaching techniques	Specific suggestions for classroom activities.
PE 1128.3	ESL Reproducible materials	Handouts for teachers to reproduce.
PE 1128.4	Number not used	reserved for future expansion.
PE 1128.5	ESL Multi-skills	Integrates multiple skills into each lesson.
PE 1128.6	ESL Grammar	English grammar for ESL students.
PE 1128.7	ESL Reading	Specific reading and decoding skills, such as scanning, finding topic, etc. NOT just reading selections with comprehension questions.
PE 1128.8	ESL Readers	Materials to read, may include vocabulary and comprehension questions, but does not include teaching decoding skills.
PE 1128.9	Number not used	reserved for future expansion.
PE 1129.1	ESL Conversation	Expressing thoughts in spoken English.
PE 1129.2	ESL Listening	Listening skills.
PE 1129.3	ESL Pronunciation	English sounds, word pronunciation, accent.
PE 1129.4	ESL Composition	Expressing thoughts in written English.
PE 1129.5	ESL Vocabulary	Word meanings, spelling, etc.
PE 1129.6	ESL Literacy	Recognizing and forming letters.
PE 1129.7	ESL CALL	Obsolete, do not use.
PE 1129.8	Number not used	reserved for future expansion.
PE 1129.9	ESL TOEFL	Preparation and sample Tests of English as a Foreign Language.