

**WASHINGTON WEST
SUPERVISORY UNION**

LIBRARY/MEDIA CURRICULUM

**Crossett Brook Middle School
Fayston Elementary School
Harwood Union Middle-High School
Moretown Elementary School
Thatcher Brook Primary School
Waitsfield Elementary School
Warren Elementary**



Adopted 4/17/02

Introduction

The Library/Media curriculum has been designed to address the vital results and related fields of knowledge standards that support the reading-writing program PreK-12 in the Washington West Supervisory Union, as well as the teaching of information literacy throughout the district. This approach is in keeping with the philosophical basis of the library/media program elaborated in the Library/Media Philosophy and Goals section of this document. As with all curricula, the written document is a guide to our standards-based instruction and as such is a working document to be refined and/or adapted as warranted by periodic review and evaluation.

Library/Media Curriculum Committee

Sylvia Allen

Ellen Drysdale

Barbara Ellingson

Michele Fagan

Trish Feld

Lynn Hebert

LIBRARY MEDIA PHILOSOPHY AND GOALS

Library Media Curriculum is a body of knowledge that encompasses interaction with classic and contemporary literature. This interaction leads to connecting what has been read to personal experiences and to the broader world of ideas, concepts and issues. The Library Media Curriculum also includes the information skills necessary to function successfully in today's information-rich world.

Information skills include accessing, investigating, evaluating and communicating information and ideas effectively in a variety of forms and formats, including print, audio, visual and electronic media. Library Media Curriculum skills are useful in all disciplines and encompass factual and literary knowledge. They assume the ability to use technology to access and communicate information.

The Library Media Curriculum is an integral part of the overall program of the school district. It is not an isolated entity. Library skills are process skills, interdisciplinary in nature, and permeate all school disciplines. They function in concert with all other school programs and disciplines to support the planning and execution of units of study.

Information is being accumulated world-wide at an astonishing rate. No student (or teacher) can possibly be aware of all the information that exists. A student's key to success in tomorrow's world will be his/ her ability to access, evaluate and use information appropriate for his/ her needs. The role of our library media centers is to ensure that our students have the skills necessary to do this.

The purposes of the Library Media Curriculum are:

- Facilitate enjoyment and exploration of literature.
- Ensure appreciation and respect for reading and learning that will last a lifetime.
- Organize and manage information resources using the best available technology to make access possible to all students.
- Instruct students and staff so that they become competent finders and users of information and acquire some capacity to judge the accuracy, currency, credibility, and appropriateness of resources.
- Consult with teachers in planning and implementing curriculum.

The Washington West School Libraries support the Library Bill of Rights (see Appendix) which protects the students' rights to free access of information.

Learning and Teaching Principles of School Library Media Programs

Principle 1: The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.

Principle 2: The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.

Principle 3: The library media program models and promotes collaborative planning and curriculum development.

Principle 4: The library media program models and promotes creative, effective, and collaborative teaching.

Principle 5: Access to the full range of information resources and services through the library media program is fundamental to learning.

Principle 6: The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.

Principle 7: The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.

Principle 8: The library media program fosters individual and collaborative inquiry.

Principle 9: The library media program integrates the uses of technology for learning and teaching.

Principle 10: The library media program is an essential link to the larger learning community.

These principles were identified and developed by the Information Power Vision Committee, reviewed and commented upon by the profession, and approved by the AASL and AECT Boards as the cardinal premises on which learning and teaching within the effective school library media program is based.

From: American Association of School Librarians. Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.

**LIBRARY MEDIA CURRICULUM:
Supporting the Reading-Writing Program and teaching information literacy.**

Organizing Standard

1.19 Research: Students use organizational systems to obtain information from various sources (including libraries and the Internet.)

Related Standards

1.18 Information Technology: Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

2.2 Problem Solving Process: Students use reasoning strategies, knowledge and common sense to solve complex problems related to all fields of knowledge.

5.14 Responding to Media: Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

1.8 Reports (Grades 7 – 12): In written reports, students organize and convey information and ideas accurately and effectively.

Standards Elements Addressed:

1.8 a-k (7-12)

1.19 a-h

2.2 aa-ee

5.14 a-h

LIBRARY MEDIA CURRICULUM

Standard 1.19 et al., continued

These are evident when students:

Grades PreK – 2

- Understand that the library media center has materials to borrow and use.
- Learn the difference between fiction and non-fiction.
- Learn the general location of various kinds of materials (fiction, nonfiction, reference, picture books, easy readers, biographies, periodicals.)
- Locate books in picture book section by author's last name.
- Identify atlas, globe, phonebook, encyclopedia, and dictionary and know their general purposes.
- Learn the general purpose of the library catalog and that almost all materials in the library can be accessed by it.
- Participate in simple research quests, as a group, and individually with assistance.

Grades 3-4

Evidence of PreK – 2 applies, plus

- Locate the following reference materials: encyclopedias, dictionaries, thesauri, atlases, almanacs.
- Understand the general shelf arrangement of all materials, and the principles of the Dewey Decimal System:
 - Know that fiction is shelved alphabetically by author's last name.*
 - Know that nonfiction is organized by number corresponding the subject.*
 - Know that biographies are shelved alphabetically by subject's last name.*
- Alphabetize using interior letters of words.

Grades 5-6

Evidence of PreK – 4 applies, plus

- Formulate appropriate questions to research.
- Develop a reasonable strategy for accessing appropriate information to address said questions.
- Find multiple library resources independently or with minimal assistance.
- Identify important ideas/main facts from print and non-print sources and write notes in own words.
- Research a topic using more than one resource and compile findings into a report (*Carry research through to conclusion*).
- Compile bibliographies using correct format (see Supporting Documents).
- Understand the general meaning of copyright.

LIBRARY MEDIA CURRICULUM

Standard 1.19 et al., continued

Grades PreK – 2

Grades 3 – 4

Evidence of PreK – 2 applies, plus

- Understand call number information and with occasional assistance use the call number to locate a specific book on the shelf
- Identify and use the following parts of a book to find information or produce a bibliography: table of contents, index, publisher, place of publication, date of publication.
- Use an elementary encyclopedia independently and a general encyclopedia with assistance.
- Become acquainted with electronic encyclopedias and other reference CDs with assistance.
- Become acquainted with basic search engines and being evaluating web sites for usefulness.

Grades 5 – 6

Evidence of PreK – 6 applies, plus

- Evaluate internet sites presented by teacher or librarian.
- Use the following reference materials: encyclopedias, dictionaries, thesauri, atlases, almanacs, Bartlett's Quotations.
- Become acquainted with Encyclopedia indices.
- Use the library catalog independently.
- Begin to use electronic reference tools independently.
- Are introduced to unspoken messages and influences, i.e., television programs, advertising, movies, etc.

LIBRARY MEDIA CURRICULUM

Standard 1.19 et al., continued

Grades PreK – 2

Grades 3 – 4

Evidence of PreK – 2 applies, plus

- Use the internet with assistance to find information.
- Understand that research is a process and can articulate several steps in the process (see Big Six in Appendix:)

-Asking Questions

-Creating and information seeking strategy

-Locating and accessing materials

-Organizing and using information

-Creating a product

-Evaluating.

- Are introduced to note-taking procedures.
- Are introduced to the library catalog and can do author, title, subject and keyword searches with assistance.

Grades 5 – 6

Evidence of PreK – 6 applies, plus

- Determine appropriateness of materials found on a specific topic:
 - Consider publication date when selecting materials.*
 - Compare information from a variety of sources.*
- Understand meaning of glossary, epilogue, preface, bibliography, appendix.
- Use computer databases to research a specific topic.
- Are introduced to the meaning of Copyright Law and understand the Internet Acceptable Use Policy and abide by it.
- Are introduced to the concept of plagiarism and refrain from it.

LIBRARY MEDIA CURRICULUM

Standard 1.19 et al., continued

Grades 7 – 8

Evidence of PreK – 6 applies, plus

- Learn location of different classifications of books and non-print material.
- Learn the procedures for accessing the library from classrooms or study halls.
- Use the library catalog to locate resources.
- Use materials placed on reserve for class.
- With assistance, formulate appropriate questions for research.
- With assistance, develop search strategies to answer questions.
- With assistance, conduct effective searches for information using multiple sources and formats.
- With assistance, evaluate, select, and organize information appropriate to the research questions.

Grade 9

Evidence of PreK – 8 applies, plus

- Learn location of different classifications of books and non-print material.
- Learn the procedures for accessing the library from classrooms or study halls.
- Use the library catalog to locate resources.
- Formulate appropriate questions for research.
- Develop search strategies to answer questions.
- Conduct effective searches for information using multiple sources and formats.
- Evaluate, select, and organize information appropriate to the research questions. (See Supporting documents for Big Six)
- Analyze and synthesize information.
- Self-evaluate the research process.

Grades 10 – 12

Evidence of PreK – 9 applies, plus

- Independently formulate appropriate questions for research.
- Independently develop search strategies to answer questions.
- Independently conduct effective searches for information using multiple sources and formats.
- Independently evaluate, select and organize information appropriate to the research questions.
- Independently analyze and synthesize information.
- Independently self-evaluate the research process.
- Use specialized literary materials to locate bibliographical information about and critical analysis of author.
- Differentiate between fact and opinion, between cause and effect.

LIBRARY MEDIA CURRICULUM

Standard 1.19 et al., continued

Grades 7 – 8

Evidence of PreK – 6 applies, plus

- With assistance, analyze and synthesize information.
- With assistance, self-evaluate the research process.
- Understand the meaning of copyright law and Internet Acceptable Use Policy and abide by them.
- Respect the principles of intellectual freedom.
- Identify the concept of plagiarism and refrain from it.
- Use encyclopedia indices.
- Are introduced to subject-specific reference sources.
- Are introduced to Interlibrary Loan Service.

Grade 9

Evidence of PreK – 8 applies, plus

- Become acquainted with concordances, thesauri, unabridged dictionaries, and web-based indices.
 - Complete an “I-Search a Word” assignment for English, using library resources.
 - Record, reword, manipulate and organize information.
 - Determine reliability of a source and evaluate authorship.
 - Identify primary and secondary resources.
 - Learn location and use of specialized materials related to specific research assignments.
- Use materials placed on reserve for class.*
- Use Interlibrary Loan as needed for resources.
 - Evaluate resources for bias.
 - Identify the elements of persuasion, propaganda and stereotyping techniques.

Grades 10 – 12

Evidence of PreK – 9 applies, plus

- Use bibliographies to find additional information.
- Use subject-specific reference materials during research.
- Substantiate ideas using gathered data and logic.
- Apply legal principles and ethical conduct re: copyright, Acceptable Use Policy and plagiarism.
- Evaluate information for currency and relevance.
- Use viewing skills and strategies to understand and interpret visual media.
- Understand the impact of media on society.
- Understand that media messages have economic, political, social and aesthetic purposes.
- Understand aspects of media ownership and control.

LIBRARY MEDIA CURRICULUM

Standard 1.19 et al., continued

Grades 7 – 8

Evidence of PreK – 6 applies, plus

- Become increasingly sophisticated in utilizing internet search engines and directories.
-Use the Boolean Operators (and, or, not) when searching.
-Use nesting (), +, - when utilizing search engines.
-Can identify keywords when utilizing search engines.
- Become acquainted with footnotes and their proper citation in a research paper.
- Use internal organizer such as tables of contents, heading, guide words, topic sentences and summaries.
- Evaluate authorship for both print and online resources.
- Support judgments about what is seen and heard through additional research and the checking of multiple sources.

Grade 9

Evidence of PreK – 8 applies, plus

- Analyze the author's purpose.
- Demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works.
- Use Infotrac or other web-based periodical index.
- Use SIRS for periodical articles.
- Become acquainted with VALS for ILL.

Grades 10 – 12

Evidence of PreK – 9 applies, plus

- Analyze the elements of a variety of media works in order to identify and describe the intended audience for the work.
- Identify subject-specific internet directories.
- Identify computer databases and use appropriately.
- Use VALS for ILL.
- Cite electronic information appropriately.
- Know to look for other web-based specialized resources (i.e., Magill on Literature)

LIBRARY MEDIA CURRICULUM

Standard 1.19 et al., continued

Grades 7 – 8

Evidence of PreK – 6 applies, plus

- Become acquainted with the effects of point of view, stereotyping, and bias in the media and in information available on the Internet.
- Identify factors that influence media production, distribution and advertising.
- Know that people with special interests are the target audience for particular messages or products in visual media.
- Understand the different purposes of various media.
- Cite online information correctly.
- Copy and paste to a new Document.

Grade 9

Evidence of PreK-8 applies

Grades 10 - 12

Evidence of PreK-9 applies

**LIBRARY MEDIA CURRICULUM:
Supporting the Reading-Writing Program and teaching information literacy.**

Organizing Standard

1.4 Reading Range of Text: Students comprehend and respond to a range of media, images and text.

Related Standards

1.3 Reading Comprehension: Students read for meaning, demonstrating both initial understanding and personal response to what is read.

1.13 Listening: Clarification and Restatement: Students listen actively and respond to communication.

1.1 Reading Strategies: Students use a variety of strategies to help them read.

5.7 Audience Response: Students respond constructively as members of an audience (e.g. at plays, speeches, concerts, town meeting).

5.8 Types of Literature: Students read a variety of types of literature, fiction and non fiction (e.g. poetry, drama, essays, folklore and mythology, fantasy and science fiction and public documents, such as newspapers and periodicals.)

5.10 Diverse Literary Traditions: Students interpret works of diverse literary traditions – including works by women and men of many racial, ethnic, and cultural groups in different times and parts of the world.

5.11 Literary Elements and Devices: Students use literary elements and devices – including theme, plot, style, imagery, and metaphor – to analyze, compare, interpret, and create literature.

5.12 Literate Community: Students participate as members of a literate community, talking about books, ideas and writing.

5.13 Responding to Text: Students respond to literary texts and public documents using interpretive, critical, and evaluative processes.

Standards Elements Addressed:

1.1 f-l (PreK-6 only)	1.3 a-g	1.4 a-l
1.7 a-g (PreK-6 only)	1.8 a-k	1.13 a-c
5.8	5.10	5.11
5.12	5.13 f-h	

LIBRARY MEDIA CURRICULUM

Standard 1.4 et al., continued

These are evident when students:

Grades PreK – 2

- Listen attentively to stories, and respond positively to books during story time.
- Become acquainted with questioning and considering prior knowledge before reading for story or for information.
- Learn the parts of a book: title, author, illustrator, cover, spine, title page.
- Know that all stories have a form with a plot sequence including beginning, middle, and ending.
- Use several criteria to choose books:
 - book's cover
 - illustrations
 - format
 - reading level (if reading independently)

Grades 3-4

Evidence of PreK – 2 applies, plus

- Use several criteria to choose books, including book jacket and/or back cover blurb, to assess book for personal needs and interests.
- Identify books both for independent reading and for sharing with an adult.
- Know some favorite authors.
- Know the meaning of and participate in discussions and activities involving:
 - plot
 - characters
 - theme
 - setting
 - author
 - illustrator

Grades 5-6

Evidence of PreK – 4 applies, plus

- Use strategic skills of prediction, skimming, previewing to assess books for personal needs and interests.
- Know some favorite authors.
- Continue to read from many genres, though may have developed preferences.
- Relate themes and characters to own experience using contrast and comparison.
- Make increasingly sophisticated analysis and comparison of material read, using appropriate literary terminology.
- Are comfortable discussing/ sharing/ giving opinions on books they have read.
- Are familiar with the Dorothy Canfield Fisher Award and the Newbery Award and are aware there are other literature awards such as Coretta Scott King.

LIBRARY MEDIA CURRICULUM

Standard 1.4 et al., continued

Grades PreK – 2

- Are familiar with poetry, folk and fairy tales, nonfiction, fiction, biography and picture books.
- Recognize the distinct style of a few illustrators and authors.
- Are familiar with the Red Clover and Caldecott Awards.
- Understand their role in the Red Clover Awards.
- Are able to identify books both for independent reading and for sharing with an adult.

Grades 3 – 4

Evidence of PreK – 2 applies, plus

- Understand and identify genres:
 - plays
 - periodicals
 - biographies
 - mysteries
 - novels
 - poetry
 - folk and fairy tales
 - science fiction
 - myths and legends
 - fantasy
- Interpret meaning of books, relate meaning to own experience, and compare it to other books they have read.
- Are familiar with the Red Clover and Dorothy Canfield Fisher Awards and understand own role in these awards.
- Develop preferences in genre or subject, but read a variety of genres, subjects, authors.
- Practice discussing/ sharing/ giving opinions on books they have read.

Grades 5 – 6

Evidence of PreK – 6 applies

LIBRARY MEDIA CURRICULUM

Standard 1.4 et al., continued

Grades 7 – 8

Evidence of PreK – 6 applies, plus

- Participate in the Dorothy Canfield Fisher reading program.
- Become familiar with the writing of book reviews for use by peers.
- Identify specific literary genres and select appropriate ones for own reading.
- Use bibliographies and book talks prepared by librarian and teachers as aids in selecting books.
- Read at least 25 books per year by at least five different authors.
- Read at least three genres of printed materials.
- Read primary and secondary sources.
- Read at least four books (or book equivalents) about one issue or subject, or by a single writer, or in one genre.

Grade 9

Evidence of PreK – 8 applies, plus

- Select books for recreational reading.
- Read a variety of literary works including classics and other quality works.
- Use published book lists and book talks as a selection tool for recreational reading.
- Locate biographical information about specific authors.

Grades 10 – 12

Evidence of PreK – 9 applies, plus

- Continue to read recreationally.
- Recommend books to peers, teachers and librarian.
- Use specialized literary reference materials to locate bibliographical information about, and critical analysis of an author.
- Establish interpretive claims and support them.
- Analyze, interpret and evaluate texts produced for a wide range of purposes and audiences.

LIBRARY MEDIA CURRICULUM

Standard 1.4 et al., continued

Grades 7 – 8

Evidence of PreK – 6 applies, plus

- Articulate a point of view or state a firm judgment about what has been read.
- Participate in group book discussions (e.g. Junior Great Books or Student/ Parent Book Discussion Group).

Grade 9

Evidence of PreK – 8 applies

Grades 10 – 12

Evidence of PreK – 9 applies

**LIBRARY MEDIA CURRICULUM:
Supporting the Reading-Writing Program and teaching information literacy.**

The following standards are introduced in PreK – 2 and reinforced throughout the grades.

Organizing Standard

3.3 Respect: Students demonstrate respect for themselves and others.

Related Standards

3.13 Roles and Responsibilities: Students analyze their roles and responsibilities in their family, their school, and their community.

3.14 Workplace Dependability and Productivity: Students demonstrate dependability, productivity and initiative.

Grades PreK – 12

- Demonstrate proper care of all library equipment and materials.
- Return materials appropriately.
- Know that every material in the library has a precise place where it belongs.
- Keep books in order while browsing.
- Show respect for people and materials.
- Demonstrate responsible behavior while using the library media center.

LIBRARY MEDIA CURRICULUM SUPPORTING DOCUMENTS

Documents in this section are currently used in support of the curriculum. This section may be updated with new and/or different materials.

The Big 6 Skills

1. Task Definition

- 1.1 Define the information problem.
- 1.2 Identify information needed in order to complete the task (to solve the information problem).

2. Information – Seeking Strategies

- 2.1 Determine the range of possible sources (brainstorm).
- 2.2 Evaluate the different possible sources to determine priorities (select the best sources).

3. Location and Access

- 3.1 Locate Sources (intellectually and physically).
- 3.2 Find information within sources.

4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch) the information in a source.
- 4.2 Extract relevant information from a source.

5. Synthesis

- 5.1 Organize information from multiple sources.
- 5.2 Present the information.

6. Evaluation

- 6.1 Judge the product (effectiveness).
- 6.2 Judge the information problem-solving process (efficiency).

From: Eisenberg, Michael and Robert Berkowitz. Information-Problem-Solving: The Big Six Skills Approach to Library and Information Skills Instruction. Norwood, NJ: Ablex Pub., 1990.

HOW TO DO A BIBLIOGRAPHY

The Bibliography is the collection of sources you use to find the information you need for your report/research paper. When you put your bibliography together, it should be done alphabetically, by author's last name. See the examples below—sources are from the MLA Handbook for Writers of Research Papers, 5th Edition, 1999. Updated information may be found at the MLA's World Wide Web site (<http://www.mla.org>).

A Book (with one author)

Dallinger, Jean. Spiders. Minneapolis: Lerner Publications, 1990.

A Book (with two or more authors)

Fitzhugh, Thomas J. and Jean Dallinger. The Black Widow Spider. Detroit: Gale Research, 1991.

An Anthology or a Compilation

Feldman, Paula R., ed. British Women Poets of the Romantic Era. Baltimore: Johns Hopkins UP, 1997.

A Book by a Corporate Author

Rockefeller Institute. Spiders of the World. New York: Rockefeller Institute Press, 1991.

A Work in an Anthology

Franklin, Benjamin. "Emigration to America." The Faber Book of America. Ed. Christopher Ricks and William L. Vance. Boston: Faber, 1992. 24-26.

An Article in a Reference Book (unsigned article – no author's name given)

"Mandarin." The Encyclopedia Americana. 1994 ed.

An Article in a Reference book (signed article – the author’s name is given)

Minch, Edwin. “Spider.” World Book Encyclopedia. 1996 ed.

A Multivolume Work (if you are using two or more volumes of a multivolume work)

Doyle, Arthur Conan. The Oxford Sherlock Holmes. Ed. Owen Dudley Edwards.
9 vols. New York: Oxford UP, 1993.

A Multivolume Work (if you are using only one volume of a multivolume work)

Unger, Leonard, ed. “Stephen Crane.” American Writers: A Collection of Literary Biographies. Vol. 2. New York: Charles Scribner’s Sons, 1974.

An Article in a Magazine

Sita, Lisa. “Spider Webs.” Science Weekly. 12 Nov. 1996: 20-24.

An Article in a Newspaper

Haney, Daniel Q. “Profile of a Heart Attack.” Burlington Free Press. 11 Nov. 1998: A1.

A Television or Radio Program

“Yes...But Is It Art?” Narr. Morley Safer. Sixty Minutes. CBS. WCBS, New York, 19 Sept. 1993.

A Film or Video Recording

Weave and Spin. Videocassette. Burlington, NC: Carolina Biological Supply, 1995.

An Interview (for an interview you personally conducted)

Pierce, Robin. Personal interview. 2 Mar. 2001.

An Online Encyclopedia

Britannica Online. Vers. 98.2. Apr. 1998. Encyclopedia Britannica. 2 Mar. 2001
<<http://www.britannica.com/>>.

A Website

Dawe, James. Jane Austen Page. 2 Mar. 2001. <<http://nyquist.ee.ualberta.ca/~dawe/Austen.html>>.

An Online Book

Keats, John. Poetical Works. 1884. Project Bartleby. Ed. Steven van Leeuwen. May 1998. Columbia U. 2 Mar. 2001 <<http://www.columbia.edu/acis/bartleby/keats/>>.

An Article From InfoTrac

Levy, David H. "Comet Shoemaker-Levy 9 Meets Jupiter." Scientific American. Aug. 1995: 84-92. InfoTrac. Harwood Union School Lib., Moretown. 2 Mar. 2001 http://infotrac.galegroup.com/itweb/harwood_union.

An Article From SIRS Researcher

Weissman, Paul. "Making Sense of Showmaker-Levy 9." Astronomy. May 1995: 48-53. SIRS Researcher. CD-ROM. Jan. 2001.

A Publication on CD-ROM

Frost, Robert. "Nothing Gold Can Stay." The Columbia Granger's World of Poetry. CD-ROM. Columbia UP, 1995.

A Work in an Indeterminate Medium (material is accessed through a local network and you cannot tell whether the work is stored on the school's network or on a CD-ROM)

"Bronte, Emily." DISCovering Authors. Vers. 1.0. 1992. Electronic. Harwood Union School Lib., Moretown. 2 Mar. 2001.

When a book or other reference does not indicate the publisher, the place or date of publication, or pagination, use the following abbreviations for the information you cannot supply.

n.p. No place of publication given

n.p. No publisher given

n.d. No date of publication given

n. pag. No pagination given

Inserted before the colon, the abbreviation **n.p.** indicates *no place*; inserted after the colon, it indicates *no publisher*.

Examples:

NO PLACE

N.p.: Oxford UP, 2001

NO PUBLISHER

New York: n.p., 2001.

NO DATE

New York: Oxford UP, n.d.

NO PAGINATION

New York: Oxford UP, 2001. N. pag.

An Anonymous Book

If a book has no author's or editor's name on the title page, begin the entry with the title. Alphabetize the entry by the title, ignoring A, An, or The at the beginning of the title.

A Book With Editor Only

If a book has no author's name but **does** have an editor's name, begin the entry with the editor's name (last name first) and put **ed.** after the name.

Example:

Fraser, Antonia, ed. The Lives of the Kings and Queens of England.
Berkeley: University of California Press, 1998.