**Scenario #1:**

You are expected to teach a class tomorrow at 10:00. It’s a class of 23 students, and the professor is fairly new at your institution. She called you last week to ask if the students could visit the library. It’s a 100-level (beginning) Sociology course, so you tell her it’s pretty normal to see the students in the first few weeks of the semester. She doesn’t have much time to chat, but you ask her to send you the syllabus and any other assignments or thoughts on what kinds of skills she thinks the students might need for this course.

It’s now the day of the instruction session, and the professor neglected to send you the syllabus. You still want to meet with the students, because any “face-time” you get with them could be valuable, and you want to see accommodating to the students. You feel like you’re going in a bit under-prepared, but this isn’t the first time you’ve shown up for a class, using those basic information literacy pieces in your instruction toolbox, like how to search the online catalog, a database or two, interlibrary loan, hours and services in the library, and your contact information. Your assessment is a worksheet, with basic fill-in-the-blank answers on how many days you can check out a book, names of some of the databases, and a topic with a few other keywords related to it, which you hope to get to during your hour.

At 10:00 when the class starts, most of the students are settled in the lab that you’ve reserved in the library. It’s the third week of classes, so students are able to log on to the computers with minimal help. You ask them to go to the library website, and you point out some of the highlights on the site, including the link to the online catalog and the library hours, and showing them the sociology LibGuide and links. This takes about 15 minutes, and you would still like to cover a database or two, giving the students some ideas on searching and looking for academic resources. From time to time, you glance at the students, and hope that they are following along, clicking on the resources as you do at the front of the class. If there’s still time, you hope to talk about citations and plagiarism, but these aren’t on the worksheet, so you often you have to wait for another class (which might not be until next year) with these beginning students. You start to go to the list of the databases, but the professor raises her hand and says, “Thanks for covering those things, but I have a question.”

“Great—go ahead”

“We’ve had this part of the orientation already. One of the student advisors came to the class last week and went over the library website, as well as some of the other services on the campus.”

You stand and say “Oh, okay” and assure her that you’ll move on to searching for sociology-related resources.

17 minutes have gone by, and you only have one hour (really, 55 minutes=38 minutes left). Students are still paying attention (minimally) but you plow forward, and click on a database. You have a set search term “conflict theory” and you show the students how to look at the date of the articles, the type of resource, and other features in the database (like printing, emailing, or saving the article). You go on, showing them a couple of other terms that might be useful in searching for a resource, but ask for students to give some ideas on what terms might be relevant.

You check with students and ask if they have any other questions, and hearing none, you pass out the worksheet, and give instructions on turning it in by the end of the class. They have 12 minutes to complete the 5 questions, and you tell them that they can work together to get the assignment completed.

You can’t believe it—12 minutes (really 7) until the end of class. Not too bad.

**Once you have finished, go to “From the Trenches: Reflection and Reaction” (pg #3)**