

**You CAN Have It Both Ways: First-Year IL Instruction That Is Standardized AND Customized  
LOEX 2022 Breakout Session - Presentation**

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Content	
FYS1	FYS2
1.	1.
2.	2.
3.	3.

Strategy
1.
2.
3.
4.

**Outline of FYS1 Session**

Component	Time	Description	Handout Content
Direct instruction	5 min.	<ul style="list-style-type: none"> <li>Preview FYS1 agenda</li> <li>Introduce library and staff (space, resources, coaches)</li> <li>Explain how to contact the library for research help</li> </ul>	
Activity (individual)	5 min.	<ul style="list-style-type: none"> <li>Use the library website to find the name of the librarian(s) for your FYS professor's department and (optionally) your major's department</li> </ul>	"Introducing the Library"
Direct instruction	10 min.	<ul style="list-style-type: none"> <li>Model analysis of a typical FYS assignment, drawing attention to the requirement of "scholarly sources"</li> <li>Define "junk", "popular", and "scholarly" as applied to sources</li> </ul>	Chart – Junk, popular, scholarly
Activity (small groups) and discussion	15 min.	<ul style="list-style-type: none"> <li>Determine the category (scholarly/popular/junk) in which to place a given source</li> <li>Explain the reason for your choice of category</li> </ul>	"Source Types: Scholarly and Popular"
Direct instruction and discussion	10 min.	<ul style="list-style-type: none"> <li>Compare/contrast books and articles (scope, information currency, length, uses)</li> <li>Demonstrate use of the catalog to find the location of (and other information about) a known item</li> </ul>	"How to Read a Book"; "Dewey Decimal Classification"
Activity (pairs)	10 min.	<ul style="list-style-type: none"> <li>Practice known item catalog searching with a given title</li> </ul>	"Using the Catalog"
Direct instruction	5 min.	<ul style="list-style-type: none"> <li>Explain the Hoover Hunt Shelfie Contest</li> <li>Summarize session content and preview FYS2 session</li> </ul>	"The Hoover Hunt Shelfie Contest"
Activity (pairs)	After class	<ul style="list-style-type: none"> <li>Locate the title from the previous activity and post a photo to your section's column on the library padlet</li> </ul>	Library floor maps

## Theory: The “Why” Behind the “What”

- **Start at the end.** (Backward design - Wiggins & McTighe)
- **Consider the big picture.** (ACRL Framework)
- **Situate IL instruction in a discipline.** (Farrell & Badke)
- **Plan details.** (Transactional model of direct instruction - Huitt, Monetti, & Hummel)

## References

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Sample materials and  
slides at:

[https://tinyurl.com/FYS-  
Samples](https://tinyurl.com/FYS-Samples)

OR

Scan the QR code:

