You CAN Have It Both Ways: First-Year IL Instruction That Is Standardized AND Customized
LOEX 2022 Breakout Session - Presentation
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### Outline of FYS1 Session

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| Direct instruction               | 5 min. | - Preview FYS1 agenda  
- Introduce library and staff (space, resources, coaches)  
- Explain how to contact the library for research help | “Introducing the Library”                              |
| Activity (individual)            | 5 min. | - Use the library website to find the name of the librarian(s) for your FYS professor’s department and (optionally) your major’s department | Chart – Junk, popular, scholarly                     |
| Direct instruction               | 10 min.| - Model analysis of a typical FYS assignment, drawing attention to the requirement of “scholarly sources”  
- Define “junk”, “popular”, and “scholarly” as applied to sources | “Source Types: Scholarly and Popular”                 |
| Activity (small groups) and discussion | 15 min.| - Determine the category (scholarly/popular/junk) in which to place a given source  
- Explain the reason for your choice of category | “How to Read a Book”; “Dewey Decimal Classification” |
| Direct instruction and discussion | 10 min.| - Compare/contrast books and articles (scope, information currency, length, uses)  
- Demonstrate use of the catalog to find the location of (and other information about) a known item | “Using the Catalog”                                    |
| Activity (pairs)                 | 10 min.| - Practice known item catalog searching with a given title | “Using the Catalog”                                    |
| Direct instruction               | 5 min. | - Explain the Hoover Hunt Shelfie Contest  
- Summarize session content and preview FYS2 session | “The Hoover Hunt Shelfie Contest”                     |
| Activity (pairs)                 | After class.| - Locate the title from the previous activity and post a photo to your section’s column on the library padlet | 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 - Huit, Monetti, & Hummel)
References


Sample materials and slides at: https://tinyurl.com/FYS-Samples