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A [name of your discipline] Lib

Within [discipline name], insiders or experts have some common perspectives. [Discipline name] is rooted in the study of [what does your field/discipline study?]. When we look at [what does your field/discipline study?], there are some fundamental ways that we look at it. One of the most important is that [a general shared commitment in your field], or maybe that [another general shared commitment in your field].

An outsider or novice might ask (or say) [When you tell the person next to you on the plane what you do, or what do they ask about or assert that they think you do], but an insider or expert would never ask or say that. An insider/expert might ask or say, [a research question within your field that you or someone else has asked, or an assertion about your field's subject or approach that is commonly shared.]

In an undergraduate class in [discipline], students usually [If someone walked by a typical class in your discipline/field, what would students be doing?] and [What's something else they do?]. The professor usually [What would the professor be doing?] and/or [What's another thing a professor might be doing in class?]. In a typical class, an

example student project is [What is a typical assignment from within your discipline?] . Students are expected (implicitly or explicitly) to [What would a student need to know/be able to do to successfully complete the assignment?] and [What's something else a student would need to know/be able to do?] if they're going to do well on the assignment.

When students struggle in my class, it's sometimes because they don't realize that [fundamental belief, value or action related to shared commitment in your field]. To do well, they think that they need to [activity students believe they need to perform] because they think that my discipline is about [belief that they bring to the class that doesn't work well with your fundamental belief]. What they aren't seeing, though, is that [way of seeing related to fundamental belief that is important for students' learning]. If they saw that, they would [activity that struggling students would do or approach they would take rather than the one that they are using].

