# Integrated Assignment Template

Instructions: Use this template to describe your assignment that integrates information Literacy and pre-college learning outcomes.

## Class Information

College: Click here to enter text. Course Title: Click here to enter text.

ESL  ABE Developmental Ed.  Other: Click here to enter text.

Instructor: Click here to enter text. Librarian: Click here to enter text.

## Generative Topic: *Describe the topic or focus of the assignment*

Click here to enter text.

## Learning Outcomes: *What does the student need to be able to do?*

|  |  |
| --- | --- |
| *Select IL learning outcomes from the rubric and describe them:*  Define task Click here to enter description.  Identify options Click here to enter description.  Select sources Click here to enter description.  Analyze content Click here to enter description.  Evaluate Click here to enter description.  Present findings Click here to enter description. | *List course specific learning outcomes related to this assignment:*   1. Click here to enter text. 2. Click here to enter text. 3. Click here to enter text. 4. Click here to enter text. |

## Outcomes-Based Assignment: *What will you ask students to do to develop and demonstrate these learning outcomes?*

Click here to enter text.

## Assessment Strategy: *How will you know the student can do this well?*

Click here to enter text.

# Guidelines and Tips for Completing the Template

## Generative topics should be

* relevant to students in their roles as community members, workers, and family members
* central to one or more disciplines or areas of expertise
* accessible through multiple means
* connected to other topics taught

## Learning Outcomes should

* focus on key understandings
* be clear, explicit and share
* address learning challenges
* align to the Washington State Adults Learning Standards or the developmental education course outcomes

## Assignments

* focus on targeted knowledge, methods, and/or skills
* have a central activity that builds and integrates understanding
* integrate naturally with other course assignments so students see research as part of a larger process
* consider the most effective collaboration between library faculty and discipline faculty

## Assessment strategies

* target learning outcomes
* are based on explicit criteria set forth in the rubric
* include self, peer, and teacher, as appropriate
* offer informative feedback to students