# 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