Integrating one or two information literacy standards into coursework and assignments is not difficult. The following are examples of assignments that offer students to develop information literacy skills.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INTEGRATION</th>
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<td>English Composition</td>
<td>Require students to create a research journal with guided questions.</td>
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| Nursing                 | **ORIGINAL ASSIGNMENT**  
                           Students discuss criteria of appropriate information for patient vs themselves as professionals on an emerging health issue.  
                           **RESTRUCTURED**  
                           Students find one article on a health or immune system topic that would be useful for themselves as professionals, and one on the same topic that would be useful for a patient. Compare and contrast the two sources and explain why they are a good choice for each group. |
| First Year Humanities Class | **ORIGINAL ASSIGNMENT**  
                           Students submitted bibliographies that documented their sources for their paper/ project / assignment.  
                           **RESTRUCTURED**  
                           Students submit a topic worksheet and bibliography to the COTR Instructional and Research Librarian. The worksheet documents their vocabulary, topic development and rationale for selecting the rresources they did, including why they are scholarly enough to meet the requirement of the assignment. Topic is approved by the course instructor only after reviewed by the librarian. Worksheet becomes part of the grade for the paper / project / assignment. |
| Sociology               | Each student takes one work from the required reading. Student must research the topic to answer these questions:  
                           • Who else has built upon this core work?  
                           • What had been done with this idea since the date of publication?  
                           • What was your strategy on identifying these items? |
| History                 | Students writing a paper on World War II are to examine the same concept in a chronology, a specialized encyclopedia and a specialized dictionary and compare / contrast the type of information and access points, and describe how the information was used in development of their paper, |

Adapted from: Gilchrist, Debra. ALA Conference Presentation Midwinter 2000. Amended 4/02 with information from Christie Flynn. Amended March, 2010