

**Information Literacy & Research Skills for Faculty  
Teaching & Learning Center  
Final Project Assignment  
DUE: March 10, 2008**

Assignment: Develop a written library research assignment for one of your courses. Or, you may instead revise an existing assignment as long as you modify it by addressing the steps 1-6 below.

Turn in:

- A copy of the assignment plus any accompanying student handouts or materials.
- A one-page paper discussing how you addressed steps 1-6 (below).

Oral presentation: Take about 5 minutes and tell the class about your assignment. Bring a copy to share with the class or show us an electronic copy.

1. Make an appointment with your librarian to discuss your ideas. You may need to meet or talk with him/her a couple of times before our last class.
2. Consult the resources below to develop your assignment. You may use any other resources that you find helpful.
  - “Creating an Effective Library Research Assignment”
  - “Library Research Assignments for College of DuPage Courses”
  - “Library Research Assignment Ideas”
  - “Library Assignments” article by Parker-Gibson
  - ACRL “Information Literacy Standards for Higher Education”
  - College of DuPage “Student Learning Outcomes for the Information Literacy Program”
3. In addition to the written assignment, develop or find any supporting handouts, e.g. an in-class library instruction session exercise; a specialized research guide or list of important resources; and, further instructions on a particular aspect of the assignment, such as evaluating Web sites. Note: If you don’t have handouts developed by March 10, please describe in detail what you plan to develop in the future.
4. Develop a plan with your librarian for how you will assess their information literacy skills. Of course, your plan will include a final assessment of the paper or presentation, but consider how you might be able to assess before the assignment is turned in, such as after a library instruction session.

5. State what information literacy standard(s) or learning outcome(s) your assignment addresses.
  
6. Will your assignment necessitate a library instruction session for your students? If not, why not? If so, what goals will you have for the instruction session? How will you know if your students “got it” or learned the content of the session?