



HTM students. Fortunately, besides working closely with Dr. LaLopa, I had a librarian collaborator who had taught many information literacy embedded courses previously and the three of us would be able to bring together ideas for how this course would be shaped.

Immediately we decided that this course, while having a library resource based component, would be tailored to the future assignments students would have (ex: case studies, marketing proposals, team work). The course would start with an overall introduction to information literacy inquiry and research, but would also incorporate research specific to business and HTM. We wanted the takeaways to be lifelong learning skills the students could apply in many areas of their life and good preparation for their employment in the HTM industry.

The main challenge we faced in creating this course was the time constraints since the class only met twice a week for fifty minutes every eight weeks. Another challenge was making sure that the assignments were a culmination of the course. My librarian colleague and I decided that we would make up most of the class time. Group work was required in almost all of their

Fortunately we were able to teach this in a student Library. The classroom was a (students did not face forward) and smart board technology. The classroom was designed for learning. What made this unique for us was the space along with teaching a first-time student weeks. We knew that the first

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