<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMNS 125, CMNS 155, ENGL 105</td>
<td>CMNS 155, ENGL 105</td>
<td>Gateway Courses (1xx, 2xx)</td>
<td>Upper Division Courses (3xx, 4xx)</td>
<td>Capstone</td>
</tr>
</tbody>
</table>

**Goals**
- Introduce library facilities, policies, services
- Introduce library catalogue and indexes
- Introduce different types of information formats
- Build skills in searching specific tools
- Learn to choose appropriate information formats
- Apply critical thinking and evaluation
- Introduce students to communication and inquiry within a discipline
- Practice disciplinary communication
- Application of general skills and knowledge within new context
- Practice disciplinary communication
- Application of critical and creative thinking skills
- Solidify disciplinary writing skills
- Demonstrate understanding of own learning and development

**Activities**
- Library tour early in term
- Orientation to resources needed for specific assignment
- Takes place after introduction of research assignment
- Introduction to the discipline: communication, structure, inquiry
- Reaches all students in the discipline
- More advanced inquiry within the discipline
- Reaches degree-seeking students
- Large, integrative project
- Final project in degree program
- Metacognitive elements

**Assignments**
- Orientation exercise/tutorial introducing library catalogue and general periodical index
- Annotated bibliography
- Basic research report/paper
- Discipline-specific formats (e.g., lab reports, ethnographies, interviews, literary criticisms, performance or book reviews)
- Parts of research papers (e.g., literature review, problem statement)
- Collaborative research papers
- Research papers
- Posters
- Discipline-specific formats
- Collaborative service learning project
- Research paper
- Learning portfolio
- Service learning project

**Assessment**
Still to be developed; potential tools include rubrics, online evaluations, formative assessments throughout assignments (e.g., constructive feedback), peer evaluation, etc.