**Articulating Information Literacy in Introductory Writing**

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Information literacy is of critical importance, and yet, many college students still lack basic information literacy skills. In 2017, librarians and faculty from UC Merced proposed and received a grant that allowed us to work together in a collaborative partnership called PATH (Promoting Academic Thinking and Habits). Through this partnership, we worked to create materials that support faculty teaching information literacy concepts in a preliminary writing class, and to re-define and re-shape the course’s curriculum. Our process included the creation of lesson plans and other materials, in addition to the formation of a cohort that met monthly to discuss progress and identify successes and challenges. At the core of all this was the desire to create a curriculum that would provide students with information literacy expertise they could use as they progressed through the university. This poster highlights what we learned from our experiences and discusses the route we see going forward.