

CHLS Information Competency Courses, Skills, and Learning Outcomes*

CHLS LO 1 Library skills: students understand that information is organized and accessible in recognizable patterns and will gain awareness of how information is created and disseminated in popular and scholarly form. Adopted in CHLS 101, 104, 300

CHLS LO 2 Research skills: students have the ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem. The student accesses needed information effectively and efficiently. Adopted in CHLS 101, 104, 150, 300

CHLS LO 3 Critical-Questioning Skills: students can formulate a manageable research topic, translate it into a research question, and from it, design a thesis statement. Adopted in CHLS 101, 104, 150, 300

CHLS LO 4 Research Decision-making skills: students recognize that accurate and authoritative information is the basis of intelligent decision making in the research process; they are able to differentiate fact from opinion, and scholarly material from the popular sources
Adopted in CHLS 101, 104, 150, 300

CHLS LO 5 Critical communication skills: students communicate critically and emphatically in both oral and written contexts, including reading, writing, listening, and speaking. Adopted in CHLS 101, 104, and 300.

CHLS LO 6 Relational communication skills: ability to interact ethically and effectively in interpersonal and group communication and decision-making processes. Could be adopted in CHLS 101, 300, and 310

CHLS LO 7 Critical cultural analysis: ability to investigate and explain relationships among cultural ideologies and socio-historical experiences, interests, identities, and actions of specific cultural groups. Could be adopted in CHLS 101, 150, 300, 310

CHLS LO 8 Comparative literary analysis: ability to appreciate and analyze literature in a social, historical, and cultural context; ability to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions. Could be adopted in CHLS 150

CHLS LO 9 Historical analysis: ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills. Could be adopted in CHLS 300

CHLS LO 10 Creative writing and social action: ability to acquire basic competency in creative writing; ability to apply this skill to the production and presentation of an art project that actively responds to a public issue; ability to sustain the creative process throughout a given project, taking it to completion Could be adopted in CHLS 150, 310

* See Pam Baker and Renee R. Curry, "Integrating Information Competence into an Interdisciplinary Major," eds., Irene Rockman and associates, *Integrating Information Literacy into the Higher Education Curriculum: Practical Models for Transformation* (Jossey-Bass: 2003) and The CSULB IC Standards.