Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically.

It is important to keep the following principles in mind when completing the forms:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form should be completed for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for a course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please note **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class in each box (e.g., "IL: Essay").

Last date this form was updated or edited	**4/25/11**
Course Number (e.g., ENGL 101)	**CMST 130**
Course Name (e.g., English Composition I)	**Information Literacy and Critical Thinking**
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	**Rochelle Troyano, Wayne Woods , Terri Plake, Joel Green**
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	**No required text**

A. NWIC outcomes: From the *List of NWIC Outcomes*, select the _most_ important outcomes you _assess_ in this course (at least **one** NWIC outcome must be chosen- **maximum of four**).

NWIC outcome # (e.g., "Written communication: 2a. Write Standard English")	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Cultural: Students will demonstrate an understanding of... • what it is to be a people.	Readings and Class Discussion to elucidate native and traditional information systems and sharing	Evaluation of class discussion
Written communication skills: Students will be able to... • write Standard English. • write in a variety of text forms using various credible sources.	• Daily in-class and homework assignment writing in response to readings or video/lectures and exercises on Standard English • Discussion and exercises on credible sources	Evaluation of writing and exercises
Computer skills: Students will be able to... • use word processing software for communication. • use the Internet for research. • use electronic library resources	• Required use of Microsoft Word (or comparable) software to produce written material, as well as use of review techniques available in the application. • Use of Internet and library resources for research	Evaluation of written material to show effective use of software application and critical use of Internet and library resources
Reading skills: Students will be able to... • comprehend readings.	Written review of media and science literature to assess understanding of what is read.	Evaluation of summaries of media and scientific literature to assess understanding

B. Course outcomes: In order of priority, list the _most_ important other learning outcomes for this course that you **assess** (**a maximum of 10**).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to…	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Discriminate between fact, opinion and theory when receiving information.	• Library Skills Workshop • Locating and evaluating information using reference databases • Writing assignments • Annotated bibliography • Class discussions on credibility	• Effective compilation of credible sources • Written assignments which show use of credible sources • Integrity of annotated bibliography • Evaluation of class discussion
Create a timeline that distinguishes significant ideas and events in how people obtain and share information.	• Class discussion and lectures summarizing changes and evolution of information gathering and reporting	Evaluation of class discussion
Analyze the components necessary for sources and information to be considered credible.	• Library Skills Workshop • Locating and evaluating information using reference databases • Writing assignments • Annotated bibliography • Class discussions on credibility	• Effective compilation of credible sources • Written assignments which show use of credible sources • Integrity of annotated bibliography • Evaluation of class discussion
Distinguish between credible and questionable sources of information.	• Library Skills Workshop • Locating and evaluating information using reference databases	• Effective compilation of credible sources • Written assignments which show use of credible sources

	• Writing assignments • Annotated bibliography • Class discussions on credibility	• Integrity of annotated bibliography • Evaluation of class discussion
Describe traditional native systems of storing and sharing information.	Readings and discussions on traditional native information systems	Evaluation of class discussion
Illustrate the issues involved in information literacy by examining a current controversial issue, such as a case study.	• Class discussion to choose controversial issue • Formation of teams for debate of issue	• Evaluation of class discussion • Class presentations
Discuss the power of social networking as an agent of social change.	Finding, Using & Evaluating Web 2.0 Resources	• Evaluation of class discussion • Class presentations
Describe the powerful impact of information sharing on society.	Finding, Using & Evaluating Web 2.0 Resources	• Evaluation of class discussion • Class presentations