

GT Pathways & LAC Learning Outcomes: History

Note that competencies are general statements of knowledge, skills, and behaviors while outcomes are specific statements about skills students can demonstrate in a measurable way. The content criteria represent the makeup of the course itself (i.e., what the course must include in terms of content).

The left column summarizes information about the category and its requirements. This data is for reference purposes and is not included on the syllabus.

The right column contains the competencies, outcomes, and content criteria that are required on the syllabus.

History	
<p>o GT-HI1: History</p> <p>Competencies: GT-HI1 requires the following competencies and SLOs:</p> <ul style="list-style-type: none"> • Critical Thinking: 3a-c, 4a, 5a-b • Information Literacy: 3a-b, 4a, 5a <p>Content Criteria: History</p> <p>LAC attribute: History (LAH1)</p>	<p>LAC History Learning Outcomes + GTP Competencies & SLOs</p> <p>Critical Thinking: Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 3. Formulate an Argument <ol style="list-style-type: none"> a. Ask a question relevant to the discipline. b. Synthesize perspectives that answer it. c. Take a specific position. 4. Incorporate Evidence <ol style="list-style-type: none"> a. Interpret/evaluate sources to develop an analysis or synthesis. 5. Understand Implications and Make Conclusions <ol style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. <p>Information Literacy: Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student’s ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 3. Evaluate Information Critically <ol style="list-style-type: none"> a. Utilize a variety of information sources appropriate to the scope and discipline of the research question. b. Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source. 4. Use Information Effectively to Accomplish a Specific Purpose <ol style="list-style-type: none"> a. Synthesize information from sources to fully achieve a specific purpose. 5. Use Information Ethically and Legally <ol style="list-style-type: none"> a. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices. <p>Content Criteria for History (GT-HI1): A GT Pathways History course:</p>

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| | <ul style="list-style-type: none">• Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.• Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.• Investigates multiple historical primary sources and secondary accounts.• Analyzes multiple perspectives to create written narratives, interpretations, or syntheses. |
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