Metropolitan State College of Denver
General Studies: Social and Behavioral Sciences I Course Selection Criteria

The purpose of this table is to assist faculty in preparation of General Studies designation forms. The criteria described here and weights associated with each Student Learning Outcome are particular to this General Studies Category.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO): Some SLOs are associated with more than one category and the emphasis may differ across categories.</th>
<th>Specific possible ways the course addresses the outcomes The examples provided in this column are for illustrative purposes only. They are not intended to be exhaustive of all possibilities.</th>
<th>Potential data sources that demonstrate that the course addresses the SLOs: The examples provided in this column are representative of the range of potential data sources which may be used. Details related to the proposed course should be referenced in the course request form.</th>
<th>Minimum percent of student time and/or course content and/or grading to meet the student learning outcomes: Since some activities may meet more than one SLO, the sum of the percentages may be greater than 100%.</th>
</tr>
</thead>
</table>
| 2. Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose | A. Student will locate relevant sources  
*Examples include:*  
• Search relevant databases  
• Search library catalog  
• Internet search engines (e.g., Google Scholar)  
B. Student will evaluate the credibility of sources  
*Examples include:*  
• Distinguish between scholarly and popular sources  
• Distinguish between peer-reviewed and non-peer reviewed sources | • Written assignments  
• Written papers  
• Discussions/Lectures  
• Course readings | 10% |
| 6. Analyze texts, sources, and argumentation, identify relationships and recognize fallacies of argument | Student will recognize thesis statements in texts and critically analyze argument provided for such statements  
*Examples include:*  
• Distinguish between empirical evidence and personal experiences  
• Identify criteria by which cause and effect relationships can be demonstrated  
• Explain strengths and weaknesses of different methods of data collection | • Written assignments  
• Written papers  
• Discussions/Lectures  
• Course readings | 10% |
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| 7. Use and document sources and evidence in an ethical manner | Student supports his/her theses with relevant sources  
*Examples include:*
  - Selects appropriate evidence to support ideas  
  - Use discipline-specific methods of citation  
  - Distinguish between plagiarism and paraphrasing | Written assignments  
Written papers  
Discussions/ Lectures  
Course readings | 10% |
|---|---|---|---|
| 10. Describe how the methods of science are used to generate new knowledge | Students will understand the steps in scientific reasoning  
*Examples include:*
  - Understand the role theory plays in research  
  - Understanding the validity of conclusions based on the way data is collected, analyzed, and interpreted  
  - Distinguish inductive from deductive research approaches | Written assignments  
Written papers  
Discussions/ Lectures  
Course readings | 10% |
| 17. Describe the forms and impacts of geographical conditions or social, economic, financial, or political practices on the human experience using analytical methods appropriate to the field. (SBS I) | Students will apply appropriate methodology when examining how the human condition is influenced by structural forces  
*Examples include:*
  - Multiple levels of analysis and their impact on the human experience  
  - Ecological factors and their impact on the human experience  
  - Various institutions and their impact on the human experience | Written assignments  
Written papers  
Discussions/ Lectures  
Course readings | 80% |