

# SLO Presentation

Social Sciences

Date: 03/27/2018

<b>Social Sciences</b>
Anthropology
<b>PSLO</b> No PSLOs
Ethnic Studies
<b>PSLO</b> No PSLOs
Geography
<b>PSLO</b> No PSLOs
History
<p><b>PSLO</b></p> <ul style="list-style-type: none"> <li>• 1. Acquire information from many sources.</li> <li>• 2. Acquire information from many sources.</li> <li>• 3. Break complex and multiple sources of information down into parts to create clearer understanding.</li> <li>• 4. Understand the impact of time and space on perspective.</li> <li>• PSLO1: Acquire information from multiple, credible primary and secondary historical sources.</li> <li>• PSLO2: Evaluate complex and multiple sources of information to synthesize clear and relevant evidence specific to the historical argument.</li> <li>• PSLO3: Synthesize clear and relevant evidence specific to the historical argument from complex and multiple sources of information.</li> <li>• PSLO4: Cite sources within the assignment according to styles used by the discipline of History.</li> <li>• PSLO5: Contextualize how our interpretation of the past has changed over time.</li> <li>• PSLO6: Argue rationally and effectively about an historical subject or question using credible evidence in a narrative structure.</li> <li>• Students will develop narrative structures and arguments based on evidence.</li> </ul> <p><b>gtP SLOs</b></p> <ul style="list-style-type: none"> <li>• gtP1. Formulate an Argument (Critical Thinking 3a-c): Ask a question relevant to the discipline, synthesize perspectives that answer it, and take a specific position.</li> <li>• gtP2. Incorporate Evidence (Critical Thinking 4a): Interpret/evaluate sources to develop an analysis or synthesis.</li> <li>• gtP3. Understand Implications &amp; Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.</li> <li>• gtP4. Evaluate Information Critically (Information Literacy 3a-b): Utilize a variety of information sources appropriate to the scope and discipline of the research question and 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.</li> <li>• gtP5. Use Information Effectively to Accomplish a Specific Purpose (Information Literacy 4a): Synthesize information from sources to fully achieve a specific purpose.</li> <li>• gtP6. Use Information Ethically and Legally (Information Literacy 5a): Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.</li> </ul>
Political Science
<p><b>gtP SLOs</b></p> <ul style="list-style-type: none"> <li>• gtP1. Civic Knowledge (Civic Engagement 2a): Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.</li> <li>• gtP2. Explain an Issue (Critical Thinking 1a): Use information to describe a problem or issue and/or articulate a question related to the topic.</li> <li>• gtP3. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.</li> </ul>

- gtP4. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP5. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.

**Psychology**

**PSLO**

- PSLO 1 Describe fundamental principles of psychology
- PSLO 2 Analyze the real-world applications of fundamental principles of psychology
- PSLO 3 Demonstrate psychological information literacy

**gtP SLOs**

**gtP SLOs**

- gtP1. Explain an Issue (Critical Thinking 1a): Use information to describe a problem or issue and/or articulate a question related to the topic.
- gtP2. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP3. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP4. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.
- gtP5. Build Self-Awareness (Diversity & Global Learning 1a): Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- gtP6. Examine Perspectives (Diversity & Global Learning 2a): Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- gtP7. Address Diversity (Diversity & Global Learning 3a): Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

**Social Work**

**PSLO**

No PSLOs

**Sociology**

**PSLO**

- PSLO 1 Describe fundamental principles of sociology
- PSLO 2 Demonstrate sociological information literacy

**Womens Studies**

**PSLO**

No PSLOs