

**Core Curriculum
Course Proposal Cover Sheet**

Department: Social Sciences
College: COLFA
Department Head: Malcolm Cross

Course Prefix & Number: SOC 201
Course Title: Introduction to Sociology
Course Description:

Please select the THECB Foundational Component Area for which this course is being submitted. (Please select only one)

Social and Behavioral Science ([download forms](#))

(The “download forms” link for the selected Component Area includes the ***Foundational Component Area Justification Form*** and the ***Student Learning Outcome Alignment Form***)

Checklist:

Course Proposal Cover Sheet
Foundational Component Area Justification Form
Student Learning Outcome Alignment Form

SOCIAL and BEHAVIORAL SCIENCE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Social and Behavioral Science (from THECB Chapter 4: 4.28)

- Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively
- Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills and Social Responsibility.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Rationale for Inclusion in this Category:

SOC 201 - Introduction to Sociology focuses on the study of how individuals relate to other individuals, groups, and society as a whole. In this course students develop global and cultural awareness and practice critical thinking skills as they learn to examine and analyze how reification and ethnocentrism shapes the ways in which individuals and groups know about and interact with their larger social world. As part of this learning process, students develop analytical skills in the areas of theoretical application and statistical comparisons. Students employ all of these competency areas by communicating in writing their sociologically informed analysis of social issues.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Social and Behavioral Science

Course Prefix/Number: SOC 201

Course Title: Introduction to Sociology

Core Objective: Critical Thinking CT1: Students will evaluate evidence in analysis, interpretation or arguments

Course SLO(s): 1) Students will competently apply sociological theories. 2) Students will make accurate, sociologically-informed, statistical inferences.

Learning Activities: Student will develop these skills through the use of classroom lectures, assigned readings, and in-class discussions and exercises.

Means of Assessment: This SLO will be assessed using embedded objective questions.

Core Objective: Critical Thinking CT2: Students will synthesize varied components of information to form a rational conclusion.

Course SLO(s): 1) Students will competently apply sociological theories. 2) Students will make accurate, sociologically-informed, statistical inferences.

Learning Activities: Student will develop these skills through the use of classroom lectures, assigned readings, and in-class discussions and exercises.

Means of Assessment: This SLO will be assessed using embedded objective questions.

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will write persuasive, accurate sociological analysis of important social issues.

Learning Activities: Student will develop these skills through the use of classroom lectures, assigned readings, and in-class discussions and exercises.

Means of Assessment: This SLO will be assessed using a standardized written essay question. This essay question will be evaluated by two or more faculty members using a standardized rubric.

Core Objective: Empirical and Quantitative Skills EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s): Students will make accurate, sociologically-informed, statistical inferences.

Learning Activities: Student will develop these skills through the use of classroom lectures, assigned readings, and in-class discussions and exercises.

Means of Assessment: This SLO will be assessed using embedded objective questions.

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): 1) Students will understand the range of social diversity around the world. 2) Students will apply cultural relativity.

Learning Activities: Student will develop these skills through the use of classroom lectures, assigned readings, and in-class discussions and exercises.

Means of Assessment: This SLO will be assessed using embedded objective questions.

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature _____ Malcolm Cross _____

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Jason LaTouche