

Objective 2.1: Knowledge of the Liberal Arts Course: POLS 101 American Government

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

Outcomes 2.1-F: Social Scientific Mode of Inquiry

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Identify, within a given scenario, applicable frameworks for explaining social phenomena.	Explains with scant detail and little to no accuracy competing theories regarding the determinants of variation in individual-level voting participation in the United States. Ignores discussion entirely of any unique claims proposed by each theory.	Explains with some reasonable detail but with mixed to limited accuracy competing theories regarding the determinants of variation in individual-level voting participation in the United States. Expresses extremely brief and/or incorrect reasoning when attempting to distinguish the unique claims proposed by each theory.	Explains with relatively extensive detail but with slight inaccuracy competing theories regarding the determinants of variation in individual-level voting participation in the United States. Expresses some form of flawed reasoning when attempting to distinguish the unique claims proposed by each theory.	Explains with extensive detail and accuracy competing theories regarding the determinants of variation in individual-level voting participation in the United States. Expresses with great clarity the unique claims proposed by each theory.
Evaluate the merits of social science research, with respect to factors such as sample size, study design, and validity, at the level of an informed citizen.	Relates little to no detail on how existing credible sources are demonstrative of the strengths and weaknesses surrounding specific approaches in social science survey research design. Describes with negligible clarity and accuracy an alternative social science approach to studying voting participation in the United States. Wholly ignores discussion of key facts regarding social science concepts. Describes and interprets none of the following social science concepts and neglects to interpret how they influence the explanatory value of information collected on voting participation in the U.S.: social desirability bias, under-coverage bias, non-response bias, question wording effects, and interviewer effects.	Relates with some reasonable detail but with mixed to limited accuracy how existing credible sources are demonstrative of the strengths and weaknesses surrounding specific approaches to social science survey research design. Describes with low clarity an alternative social science approach to studying voting participation in the United States. Inaccurately explains and/or omits multiple key facts about social science concepts. Within discussion, accurately describes 1 to 2 of the following social science concepts and interprets how they influence the explanatory value of information collected on voting participation in the U.S.: social desirability bias, under-coverage bias, non-response bias, question wording effects, and interviewer effects.	Relates with relatively extensive detail but with slight inaccuracy how existing credible sources are demonstrative of the strengths and weaknesses surrounding specific approaches to social science survey research design. Describes with mostly appropriate clarity an alternative social science approach to studying voting participation in the United States but omits a few key facts about social science concepts. Within discussion, accurately describes 3 to 4 of the following social science concepts and interprets how they influence the explanatory value of information collected on voting participation in the U.S.: social desirability bias, under-coverage bias, non-response bias, question wording effects, and interviewer effects.	Relates with extensive detail and accuracy how existing credible sources are demonstrative of the strengths and weaknesses surrounding specific approaches to social science survey research design. Describes with great clarity an alternative social science approach to studying voting participation in the United States. Within discussion, accurately defines all of the following social science concepts and interprets how they influence the explanatory value of information collected on voting participation in the U.S.: social desirability bias, under-coverage bias, non-response bias, question wording effects, and interviewer effects.

<p>Compare and contrast human behavior among various cultures using social science concepts.</p>	<p>Does not distinguish the major differences in U.S. voting participation levels between major racial/ethnic groups, age generations, and specific gender identities. Provides no real explanation rooted in the social science literature on the extent to which differences in voting levels across groups can be attributable to unique cultural experiences and norms groups encounter within the United States.</p>	<p>Distinguishes some of the major differences in U.S. voting participation levels between major racial/ethnic groups, age generations, and specific gender identities (with multiple significant omissions or errors). Provides an explanation with vague ties to the social science literature missing real tangible scope and detail on the extent to which differences in voting levels across groups can be attributable to unique cultural experiences and norms groups encounter within the United States.</p>	<p>Distinguishes most major differences in U.S. voting participation levels between major racial/ethnic groups and specific gender identities (with some minor omissions or errors). Provides an explanation somewhat rooted in the social science literature that is at times limited in scope and detail on the extent to which differences in voting levels across groups can be attributable to unique cultural experiences and norms groups encounter within the United States.</p>	<p>Distinguishes all major differences in U.S. voting participation levels between major racial/ethnic groups, age generations, and specific gender identities. Provides a detailed explanation firmly rooted in social science literature on the extent to which differences in voting levels across groups can be attributable to unique cultural experiences and norms groups encounter within the United States.</p>
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Assignment meeting Outcome 1: FHSU CORE Project – Voting Participation and Survey Design Evaluation

Assignment meeting Outcome 2: FHSU CORE Project – Voting Participation and Survey Design Evaluation

Assignment meeting Outcome 3: FHSU CORE Project – Voting Participation and Survey Design Evaluation