

## 1. BASIC INFORMATION

<b>Course</b>	Documentary Sources
<b>Degree program</b>	Global Bachelor's Degree in International Relations
<b>School</b>	Economics, Business, and Communication Sciences
<b>Year</b>	First
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	Presential
<b>Semester</b>	S1
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	PhD Belén García-Delgado Giménez

## 2. PRESENTATION

The Documentary Sources course is about learning to use information sources ethically, effectively, and professionally, as any International Relations researcher or professional must. It is about learning how to access sources, classify them, cite them, assess their usefulness and use them correctly whether they are general or specific to the area of International Relations.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- **CB2:** That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- **CB4:** To allow students to communicate information, ideas, problems and solutions both to a specialized and non-specialized audience.
- **CB5:** Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

### Cross-curricular competencies:

- **CT1:** Self-learning skills: The ability to choose the most effective strategies for controlling our own learning environment and acting autonomously throughout the learning process.
- **CT4:** Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- **CT5:** Capacity to apply knowledge: Being able to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.
- **CT8:** Information management: The ability to find, select, analyze and integrate information from different sources.

**Specific competencies:**

- **CE14:** Being able to do Research and studies in the international sphere and the areas involved: economic, social, political and cultural.
- **CE15:** Knowledge of how to use different information sources and channels.
- **CE24:** Informing, evaluating and assessing events and situations of the international news scene.
- **CE28:** Developing a critical attitude versus the analysis of past and present times.

**Learning outcomes:**

- **LO1.** The student will be able to manage with the different databases available by the UEM.
- **LO2.** The student will be able to inform, assess and appreciate current facts and situations, as well as coherently address global and scattered sources.
- **LO3.** The student will be able to distinguish between facts and opinions, as well as compare the information including in the different media in order to end up with an appropriate analysis.
- **LO4.** The student will be able to cite the sources consulted in order to do an ethical use of the information consulted.
- **LO5.** The student will be able to analyze the sources and evaluate their usefulness.
- **LO6:** The student will be able to use the sources specialized on International Relations, using the advanced search

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CE15, CT8, CT1, CB5	<b>LO1.</b> The student will be able to manage with the different databases available by the UEM.
CE14, CE24, CB2, CT5, CT8	<b>LO2.</b> The student will be able to inform, assess and appreciate current facts and situations, as well as coherently address global and scattered sources.
CE14, CE24, CB2, CT5	<b>LO3.</b> The student will be able to distinguish between facts and opinions, as well as compare the information including in the different media in order to end up with an appropriate analysis.
CT4, CE15, CT5, CB4	<b>LO4.</b> The student will be able to cite the sources consulted in order to do an ethical use of the information consulted.
CE28, CE24, CE15, CT4	<b>LO5.</b> The student will be able to analyze the sources and evaluate their usefulness.
CE28, CE24, CE15, CT4	<b>LO6:</b> The student will be able to use the sources specialized on International Relations, using the advanced search

## 4. CONTENT

- Advanced search of information online
- Reliability of online content
- Ethical use of information sources: citing and referencing
- General Information Sources.
- International Relations-specific information sources

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning
- Challenge-based Learning
- Lectures
- Hands-on experience

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Master classes	14
Asynchronous master classes	11
Collaborative activities developed in the classroom	25
Oral presentations	25
Self-employed	25
Use of ICTs (databases, specialized software, etc.) specialized software)	25
Case studies and projects	25
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

**Campus-based mode:**

Assessment system	Weight
Research project	50%
Individual resource search and information analysis activities	30%
Oral presentations	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Advanced Search on Google	Week 2
Advanced Search on Databases	Week 4
Advanced Search on Social Platforms	Week 6
Midterm Exam	Week 7
Spotting and Assessing Plagiarism	Week 9
Citing APA style	Week 10
Use of General Information Sources	Week 11
Use of IR specific Sources	Week 12
Assessing Authority and Reliability	Week 14
Spotting Disinformation	Week 15

Research Expositions	Week 18
Final Exam	Week 19

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAFÍA

The recommended Bibliography is:

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## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.