

## PCC Social Sciences Rubric for Social Analysis and Inquiry - Version 2.0

Critical thinking in the social sciences encompasses four dimensions: social context, methods of inquiry, information literacy, and diversity:

- **Social Context** - Faculty teaching in the social sciences expect students to consider the larger social context as relevant to the topic at hand. This aspect of critical thinking emphasizes student ability to connect individual experience to the bigger picture in society in terms of recognizing the interconnections among individuals and social institutions such as politics, law, economics, media, religion, family or education. This dimension addresses the AAOT Social Sciences Criterion #1.
- **Methods of Inquiry** - Faculty teaching in the social sciences expect students to use discipline-specific methods of inquiry (e.g., graphical models, field research, experiments, analysis of primary or secondary sources, textual analysis) to apply knowledge and skills to examine issues/real-world problems or to write a thesis. This aspect of critical thinking may involve students collecting and/or analyzing data, using ethical reasoning, or developing a research paper or theoretical essay. This dimension addresses the AAOT Social Sciences Criteria #2 and #5.
- **Information Literacy** - Faculty teaching in the social sciences expect students to use critical thinking skills to evaluate information as well as the source of that information against the standards of each discipline and as appropriate for a particular assignment. The type of information and appropriateness of the source of that information will vary depending on discipline and assignment, and may include research articles or data, books, podcasts, or films. The information literacy dimension evaluates student ability to use information effectively. This dimension addresses the AAOT Social Sciences Criterion #3.
- **Diversity** - As part of critical thinking, faculty teaching in the social sciences expect students to consider the diversity of human experience and thought. Diversity - broadly defined - may include a variety of theoretical frameworks, social/cultural dynamics, aspects of resource allocation and power structures, globalization, ethical issues, or evolutionary processes. This dimension addresses the AAOT Social Sciences Criterion #4.

**Assignments for college-wide assessment must include all four dimensions.**

	4: Advanced	3: Proficient	2: Developing *PCC benchmark	1: Emerging
<b>1-SOCIAL CONTEXT</b>	<b>Evaluates</b> interconnections between individuals and institutions (e.g., politics, law, economics, media, religion, family, education, etc.) in society, while offering <b>sophisticated</b> analysis and/or synthesis of those interconnections.	<b>Explains</b> interconnections between individuals and institutions (e.g., politics, law, economics, media, religion, family, education, etc.) in society, while offering <b>substantial</b> analysis and/or synthesis of those interconnections.	<b>Describes</b> interconnections between individuals and institutions (e.g. politics, law, economics, media, religion, family, education, etc.) in society, while offering <b>partial</b> analysis and/or synthesis of those interconnections.	<b>Minimally identifies</b> interconnections between individuals and institutions (e.g. politics, law, economics, media, religion, family, education, etc.) in society without any further analysis and/or synthesis of those interconnections.
<b>2-METHODS OF INQUIRY</b>	<b>Thoroughly</b> applies methods of inquiry appropriate to the discipline (e.g., graphical models, field research, experiments, analysis of primary or secondary sources, textual analysis, etc.).	<b>Substantially</b> applies methods of inquiry appropriate to the discipline (e.g., graphical models, field research, experiments, analysis of primary or secondary sources, textual analysis, etc.).	<b>Partially</b> applies methods of inquiry appropriate to the discipline (e.g., graphical models, field research, experiments, analysis of primary or secondary sources, textual analysis, etc.).	<b>Minimally</b> applies a method of inquiry appropriate to the discipline (e.g., graphical models, field research, experiments, analysis of primary or secondary sources, textual analysis, etc.).

<p><b>3-INFORMATION LITERACY</b></p>	<p><b>Effectively uses</b> relevant information to achieve, <b>with clarity and depth</b>, the purpose of the assignment. Intended purpose of the information is <b>thoroughly achieved</b>.</p>	<p><b>Substantially uses</b> relevant information to achieve the purpose of the assignment. Intended purpose of the information is <b>substantially achieved</b>.</p>	<p><b>Partially uses</b> relevant information to achieve the purpose of the assignment. Intended purpose may be <b>vague or only partially achieved</b>.</p>	<p><b>Minimally uses</b> relevant information to achieve the purpose of the assignment. Intended purpose of the information is <b>not achieved</b>.</p>
<p><b>4-DIVERSITY</b></p>	<p>Demonstrates <b>sophisticated</b> understanding of the diversity of human experience and thought (e.g., theoretical frameworks, social/cultural dynamics, resource allocation, globalization, ethical issues, evolutionary processes, etc.).</p>	<p>Demonstrates <b>substantial</b> understanding of the diversity of human experience and thought (e.g., theoretical frameworks, social/cultural dynamics, resource allocation, globalization, ethical issues, evolutionary processes, etc.).</p>	<p>Demonstrates <b>partial</b> understanding of the diversity of human experience and thought (e.g., theoretical frameworks, social/cultural dynamics, resource allocation, globalization, ethical issues, evolutionary processes, etc.).</p>	<p>Demonstrates <b>minimal</b> understanding of the diversity of human experience and thought (e.g., theoretical frameworks, social/cultural dynamics, resource allocation, globalization, ethical issues, evolutionary processes, etc.).</p>