



AUCC 3C. SOCIAL & BEHAVIORAL SCIENCES

HUMAN BEHAVIOR, CULTURE OR SOCIAL FRAMEWORKS COURSES

DESCRIPTION

The Social and Behavioral Sciences are designed to help students acquire broad foundations of social science knowledge and the ability to apply this understanding to contemporary problems and issues. The Social and Behavioral Sciences use methods of the field to study the complex behaviors of individuals and their relationships with others in families, public institutions, and cultures. The Social and Behavioral Sciences requirements help students explore the forms and implications of individual and collective behaviors, and their ties to formal institutions. Courses must base at least **25% of the final grade on writing**, a portion of which must be written outside of class.

CONTENT CRITERIA

Content Competencies are the knowledge, methods, concepts, and content-related learning that students should learn from participation in a course.

Upon successful completion of a course in this category, students should be able to:

- ✦ Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- ✦ Understand diverse perspectives and groups.
- ✦ Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

CORE STUDENT LEARNING OUTCOMES

Core Student Learning Outcomes are transferable skills that students learn and apply through participation in the AUCC.

CRITICAL THINKING

1) Explain an Issue

- ✦ Use information to describe a problem or issue and/or articulate a question related to the topic.

2) Utilize Context

- ✦ Evaluate the relevance of context when presenting a position.
- ✦ Identify assumptions.
- ✦ Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions

- ✦ Establish a conclusion that is tied to the range of information presented.
- ✦ Reflect on implications and consequences of stated conclusion.

DIVERSITY & GLOBAL LEARNING

4) Build Self-Awareness

- ✦ Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives

- ✦ Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

6) Address Diversity

- ✦ Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

WRITTEN/ORAL COMMUNICATION

7) Develop Content and Message

- ✦ Create and develop ideas within the context of the situation and the assigned task(s).

8) Use Sources and Evidence

- ✦ Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

9) Use language appropriate to the audience.

PLANNING AND TEACHING AN AUCC COURSE

ALIGN THE LEARNING ACTIVITIES TO THE COURSE OUTCOMES

Map course activities and content to the course learning outcomes. Does the course allow ample opportunities for students to learn and practice what they need to know and do to be successful?

Plan learning experiences, instruction, and resources that will help students reach the learning outcomes. The course should challenge students to build higher-order skills and use active and engaged forms of learning.

Create structured activities that help students scaffold learning. Break down large tasks or concepts and build smaller steps so that students can gain competence. Small, simple assignments build skills that help students accomplish something more complex. Give students opportunities to practice and repeat learning tasks.

Communicate the learning outcomes to students. Tag assignments with the course learning outcomes and talk with students about what they are learning and how it fits into the bigger picture of the course, the AUCC, or their university education.

PLAN AHEAD TO ASSESS LEARNING

Determine acceptable evidence that students are achieving the learning outcomes. This includes formative assessments to check progress and summative assessments that measure achievement. Both kinds of assessments should build upon each other and are sequenced with learning activities.

Start with the end in mind. Decide how you will evaluate the assignment at the same time you create it. What are the priorities of the assignment? Are the priorities appropriately weighted in the grading plan?

Communicate expectations to students. Share rubrics, scales, or grading frameworks with students when you assign the work, or as they progress. Ensure there will be opportunities to get feedback or make revisions before students submit the final result of their work.

Provide early, frequent, and immediate feedback. Students need regular feedback on their performance, so they know how to focus their studies, when to work harder, and when to ask for help. To be effective, students need to know what they are doing well, what they need to work on, and how they can improve. Use specific and constructive language. CSU's **First Four Weeks** Initiative offers a structured start.

Consider a pre-assessment. In what ways can you learn about a student's preparation for the course? What are their strengths and where do students need additional support to meet course expectations?

RESOURCES

Assessment at CSU

<https://assessment.colostate.edu/>

VALUE Rubrics

<https://www.aacu.org/initiatives/value-initiative/value-rubrics>

The Institute for Teaching and Learning (TILT)

<https://tilt.colostate.edu/>

First Four Weeks Initiative

<https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/feedback-and-assessment/fa-first-four-weeks/>