# Critical Reasoning

# Student Learning Outcon Students will demonstrate university ritical reasoning of ficiencies rough written expression.

## The Value of Critical Reasoning

Critical reasoning is a form of higher order thinking and writing that requires students to an easy are and effect, determine consequences, evaluaters because information literate. arguments based on the conventions of logic and coherence, distinguish sound premises fating reasoning provides the foundation for academic excellence, professional expertise faulty ones, detection from fact, discern strong from one alusions, recognize patterns of informed citizenship.

#### Supporting Skills

- considered.
- Students will draw, cite, and apply evidence from multiple, highly credible sources.
- 1. Students will stade and describe an issue or problem to be critically 3. Students will articulate and defend a position with compelling arguments.
  - Students will offer a thorough exploration and demonstrate a nuanced understanding conclusions drawn through critical consideration of a problem or issue.

#### Course Content Criteria

(Courses must meet all categories in Content Criteria. In order to meet these requirements, potential instructions with economic General Education and the Director of Critical Reasoning.)

- 1. Courses in this category have a sustained focus on the development of the skill of critical reasoning asxpressed in written form.
- 2. Courses in this category provide multiple opportunities for foolarsal drafting and substantial revision, based on closely commented instructor feedback, totaling 4500 to 6000 words of rixing (The equivalent of approximate20) flust pages of 12-point, doublespaced text, not including tables, figures, illustrations, bibliographies, and other extra-textual components.)
- 3. Courses in this category cultivate skills of information literacy to locate, evaluate, and use source materials that are reliable and relevant. In addressing the importance of using sources

### Glossary

- Critical reasoning Following the lead of John Dewey, critehd1L5 (r) (y)4.9 CID 116 >> BBC Drafting: A process through which students will respond to the assignment the lead of John Dewey, critehd1L5 (r) (y)4.9 CID 116 >> BBC Drafting: A process through which students will respond to the assignment that the students will respond to the assignment that the students will respond to the assignment that the students will respon the students will respon to the students will respon to the assignment that the students will respon to the might include brainstorming, outlining, creating an initial version of the assignment, pe editing, conferencing, and revision.
  - 6. Revision: The process of assessing drafts for clarity, cohesion, precision, and argument
  - 7. Information literacyEncompasses the discovery of information, the understanding of how information is produced, and the use of information according to the standards of thinking established throughout the course.
  - 8. Annotated bibliograph mechanism for justifying the relevance and reliability of the
- 2. Argument: A coherent series of reasons, statements, or facts intended to support or establishmurces selected by the student and used in the final research paper. This can include formal annotated bibliography, a literature review, or some other equivalentifitiscipline
- 3. Conclusion A statement that follows logically from the premises.
- Problem or issue: The final assessment should be a paper that considers a range of 9. evidence on an issue that is subject to debate in a given academic discipline. Issues may be to the whole. political, social, ethical, scientific, or technological in nature, although this list is not exhaustive. In writing, the student should consider the available evidence and draw a conclusion from that evidence. The range of topics that can be considered is broad, but afforms of knowledge accepted by scholars and practitioners in relevant fields. topic chosen must be one that is not firmly settled by the evidence that exists.
  - Internal evidence: The materials within a work that, when analyzed, reveal the relation
  - 10. Sources: Works of art, computer code, peer-reviewed scholarship, data, public record authoritative reference works, histories, experience, oral histories, electronic media, or
  - 11. Premise An initial statement, claim, assumption, or hypothesis that forms the basis of a argument.

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student's position are implicitly explicitly communicated.			position are superficially acknowledged or not acknowledged	daed
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#### Consequences and implications

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understanding of how the eeas3r(able1uhdex)2a4d(h)ty. bf(h)bW (C)3.6 ((ons)2.3 (eque4c)2.3 (es)2.4 (,)1 ()]TJTJ ET EMC 2.4 (i)3.2 (gni)3.2 ( conclusions impact the broader the conclusions impact the context. Consequences, clearly articulated autobrie

directions are considered.

broader context. Consequences, significance, and /or implication significance, and /or implications are generally wælticulated and some logical next steps are

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