# Critical Reasoning

# Student Learning Outcon Students will demonstrate university itical reasoning officiencies rough written expression.

### The Value of Critical Reasoning

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

#### Supporting Skills

- 1. Students will state and describe any and describe more hensively an issue or problem to be critically 3. Students will articulate and defend a position with compelling arguments. considered.
- Students will draw, cite, and apply evidence from multiple, highly credible sources.
- 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 instructors should coordinate

## 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 respon to the students will respon to the students will respon to the assignment that the students will respon to the students will respon the students will respon to the students will respon the students will respon to the students will respon the students will respon to the students will respon to the students will respon the st 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.
- 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
	<u> </u>	superficially acknowledged.	at all.	
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#### Consequences and implications

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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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