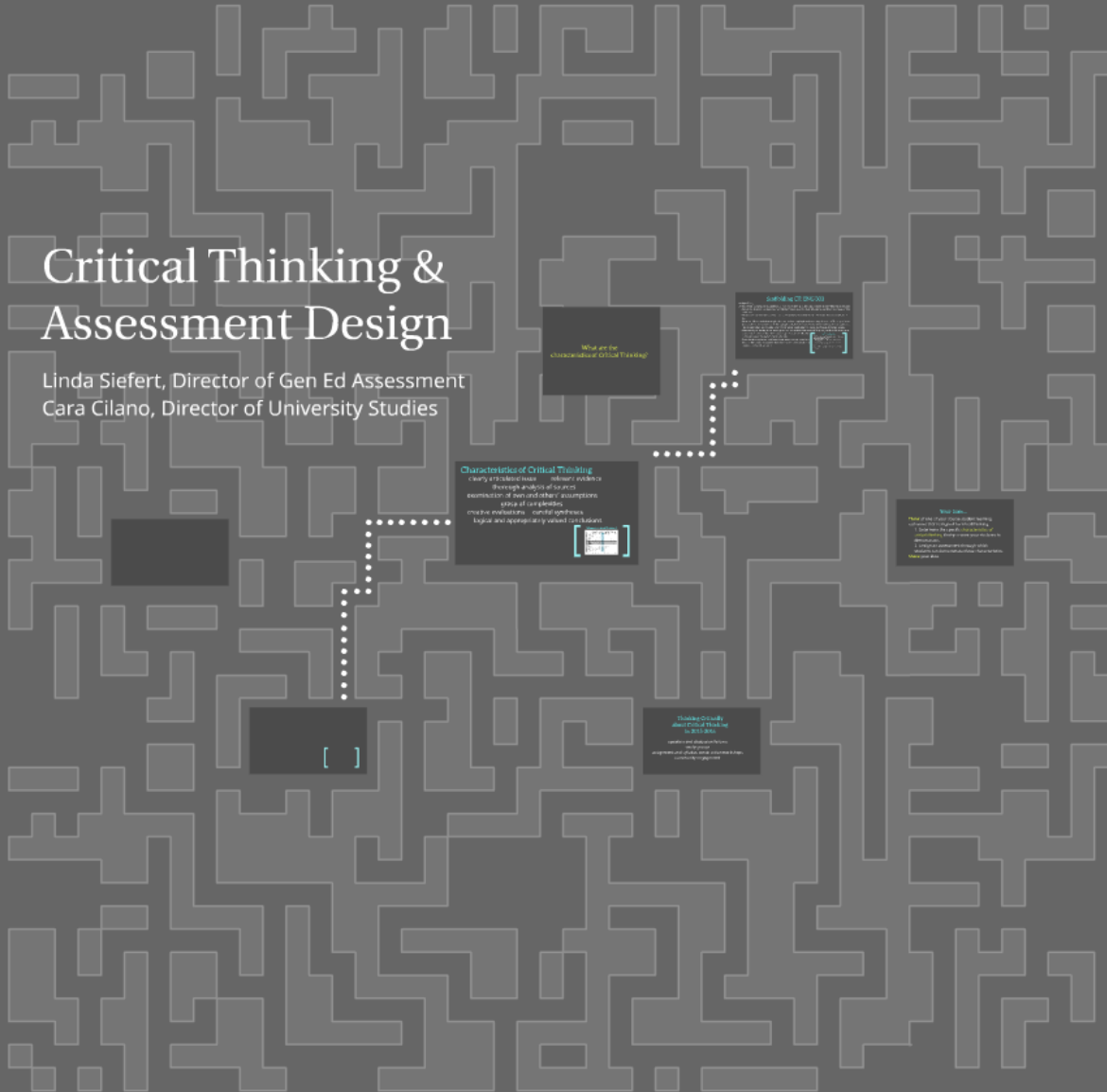


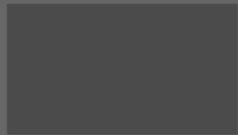
Critical Thinking & Assessment Design

Linda Siefert, Director of Gen Ed Assessment
Cara Cilano, Director of University Studies



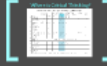
Critical Thinking & Assessment Design

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What are the characteristics of Critical Thinking?


Characteristics of Critical Thinking
 clearly articulated issue relevant evidence
 thorough analysis of sources
 examination of own and others' assumptions
 grasp of complexities
 creative evaluations careful syntheses
 logical and appropriately valued conclusions



Scaffolding CT: ENG 303

Students have a 2000-2001 evaluation of writing, or lack of it, which they must use in the writing assignment they are given. Students are given the assignment to write a 1000-1200 word paper on the subject of 'The Question of Truth' and they must use the evaluation of writing as a source of evidence for their paper.

When specific instructions are given, students are given the opportunity to write a paper on the subject of 'The Question of Truth' and they must use the evaluation of writing as a source of evidence for their paper. This is a good example of scaffolding, as the students are given the opportunity to write a paper on the subject of 'The Question of Truth' and they must use the evaluation of writing as a source of evidence for their paper.



Your Turn...

Think of one of your course student learning outcomes that is aligned to critical thinking.

- Determine the specific characteristics of critical thinking that you want your students to demonstrate.
- Design an assessment through which students can demonstrate those characteristics.

Share your idea.

Thinking Critically about Critical Thinking in 2015-2016

speakers and discussion forums
 study groups
 assignment and syllabus construction workshops
 community engagement

What are the
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Characteristics of Critical Thinking

- clearly articulated issue
- relevant evidence
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- examination of own and others' assumptions
- grasp of complexities
- creative evaluations
- careful syntheses
- logical and appropriately valued conclusions

Where is Critical Thinking?

Carleton Map University Multi-Component Student Learning Outcomes and UNCW Learning Goals

Course	Course Description	Course Number	Credits	Prerequisites	Critical Thinking		Communication	Quantitative	Diversity	Global	Sustainability
					Analysis	Problem Solving					
PHYS 101	General Physics I	PHYS 101	3	PHYS 102	1	1	1	1	1	1	1
PHYS 102	General Physics II	PHYS 102	3	PHYS 101	1	1	1	1	1	1	1
PHYS 201	Modern Physics	PHYS 201	3	PHYS 102	1	1	1	1	1	1	1
PHYS 202	Advanced Modern Physics	PHYS 202	3	PHYS 201	1	1	1	1	1	1	1
PHYS 301	Advanced Physics I	PHYS 301	3	PHYS 202	1	1	1	1	1	1	1
PHYS 302	Advanced Physics II	PHYS 302	3	PHYS 301	1	1	1	1	1	1	1
PHYS 401	Senior Honors Thesis	PHYS 401	3	PHYS 302	1	1	1	1	1	1	1
PHYS 402	Senior Honors Thesis	PHYS 402	3	PHYS 401	1	1	1	1	1	1	1
PHYS 403	Senior Honors Thesis	PHYS 403	3	PHYS 402	1	1	1	1	1	1	1
PHYS 404	Senior Honors Thesis	PHYS 404	3	PHYS 403	1	1	1	1	1	1	1
PHYS 405	Senior Honors Thesis	PHYS 405	3	PHYS 404	1	1	1	1	1	1	1

CRITICAL THINKING VALUE RUBRIC

for more information, please contact values@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Where is Critical Thinking?

Curriculum Map: University Studies Component Student Learning Outcomes and UNCW Learning Goals

	Creative Inquiry		Critical Thinking		Thoughtful Expression		Responsible Citizenship	
	Foundational Knowledge	Inquiry	Information Literacy	Critical Thinking	Thoughtful Expression	Second Language	Diversity	Global Citizenship
Foundations	Composition	CMP2, CMP3	CMP3	CMP1, CMP2, CMP3, CMP4	CMP1, CMP2, CMP3, CMP4			
	First Year Seminar	FS2	FS1	FS3	FS4			
	Foreign Language	SL1, SL2, SL4	SL4		SL1, SL2, SL3, SL4		FL1, FL2, FL3	SL4
	Lifespan Wellness	W1, W2, W3, W4			W1			
Approaches and Perspectives	Mathematics and Statistics	MS1, MS2	MS1, MS2	MS2	MS1, MS2, MS3	MS3		
	Aesthetic, Interpretive, and Literary Perspectives	AIL1	AIL1	AIL1	AIL1, AIL2, AIL3	AIL1		AIL2, AIL3
	Historical and Philosophical Approaches	HPA1	HPA1, HPA3, HPA4	HPA2	HPA2, HPA4			HPA3
	Living in a Global Society	GS1, GS2	GS2		GS2			GS2
	Living in Our Diverse Nation	LDN1, LDN3	LDN3	LDN2, LDN4	LDN2, LDN4			LDN1, LDN3, LDN4
	Scientific Approaches to the Natural World	SAN1, SAN2	SAN1, SAN2	SAN2	SAN1, SAN2, SAN3	SAN3		
	Understanding Human Institutions and Behaviors	HIB1		HIB2	HIB2, HIB3, HIB4			HIB4
Thematic Transdisciplinary Clusters	Cluster-specific learning outcomes align to various UNCW Learning Goals							
Common Requirements	Information Literacy	IL1, IL3	IL1, IL2, IL3, IL4, ILS	IL1, IL2, IF3, IL4, ILS	IL4			
	Writing Intensive	WI1, WI5	WI3	WI2, WI3, WI5	WI2, WI4, WI5	WI3, WI4, WI5		
	Quantitative Logical Reasoning	QRE1, QRE2	QRE1, QRE2 LOG1, LOG2, LOG3	QRE1, QRE2	QRE1, QRE2, QRE3 LOG1, LOG2, LOG3	QRE3 LOG3		
	Explorations Beyond the Classroom	EBC2	EBC2		EBC2, EBC 3	EBC1		
	Capstone	CAP1						

Codes within cells are the component student learning outcomes, which illustrate how the components are aligned to the UNCW Learning Goals.

January 2013

Scaffolding CT: ENG 303

Analysis Essay

In your rhetorical analysis of a website or 'junk mail' item, provide clear answers to the following questions:

- Who is the likely target audience for this item? How does the item attempt to construct an image of this audience?
- What is the purpose of this item? That is, what does the author of this item want the reader/viewer to do?
- What specific rhetorical strategies does the author employ in order to sway the reader? Be as specific as you can about the author's use of language and word choice; their use of metaphors, of colors, photos, illustrations; their use of under-lining, boldfacing, highlighting or other such textual manipulations.
- How would you classify these strategies in terms of rhetorical appeals? Why do you think these sorts of appeals were chosen? Are these appeals appropriate or effective in the context of this item? Why or why not?
- Does this item try to set itself apart from other similar items? (i.e. this charity is more important than other charities; this product or service is unlike others, etc.)

Backwards Design

- Identify desired outcomes - what you want students to know or be able to do.
- Determine how students can demonstrate to you that they know or can do it - plan how you will assess that they met the outcomes.
 - Create meaningful tasks
 - that support students in developing understandings of what quality academic performance looks like
 - and provide feedback that engages students so they can act on that feedback.
- Plan learning experiences - how they will gain skills.

References:

- Wiggins, G. & McTighe, J. (2006). *Understanding by design*. Saddle River, NJ: Pearson Education, Inc.
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Goals? Why do you think these sorts

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Your turn...

Think of one of your course student learning outcomes that is aligned to critical thinking.

1. Determine the specific **characteristics of critical thinking** that you want your students to demonstrate.
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Share your idea.

clearly articulated issue relevant evidence
thorough analysis of sources
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Thinking Critically about Critical Thinking in 2015-2016

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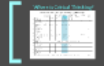
assignment and syllabus construction workshops
community engagement

Critical Thinking & Assessment Design

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Scaffolding CT: ENG 303

Problem Set
In 2013, the University of Wisconsin System's Center for the Study of the History of the Book published a study on the use of the book in the classroom. The study found that the use of the book in the classroom has declined significantly since 1990. This is a concern because the book is a key resource for students and faculty alike. The study also found that the use of the book in the classroom is often limited to a single chapter or section, rather than being used as a whole. This is a problem because the book is a complex work and students need to be able to read and understand it in its entirety. The study suggests that faculty should be encouraged to use the book more extensively in the classroom and to provide students with the resources and support they need to do so.



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CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

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Curriculum Map: University Studies Component Student Learning Outcomes and UNCW Learning Goals

		Creative Inquiry		Critical Thinking		Thoughtful Expression		Responsible Citizenship	
		Foundational Knowledge	Inquiry	Information Literacy	Critical Thinking	Thoughtful Expression	Second Language	Diversity	Global Citizenship
Foundations	Composition		CMP2, CMP3	CMP3	CMP1, CMP2, CMP3, CMP4	CMP1, CMP2, CMP3, CMP4			
	First Year Seminar		FS2	FS1	FS3	FS4			
	Foreign Language	SL1, SL2, SL4	SL4		SL1, SL2, SL3, SL4		FL1, FL2, FL3	SL4	SL3, SL4
	Lifespan Wellness	W1, W2, W3, W4			W1				
	Mathematics and Statistics	MS1, MS2	MS1, MS2	MS2	MS1, MS2, MS3	MS3			
Approaches and Perspectives	Aesthetic, Interpretive, and Literary Perspectives	AIL1	AIL1	AIL1	AIL1, AIL2, AIL3	AIL1		AIL2, AIL3	
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	Living in a Global Society	GS1, GS2	GS2		GS2			GS2	GS2, GS3
	Living in Our Diverse Nation	LDN1, LDN3	LDN3	LDN2, LDN4	LDN2, LDN4			LDN1, LDN3, LDN4	
	Scientific Approaches to the Natural World	SAN1, SAN2	SAN1, SAN2	SAN2	SAN1, SAN2, SAN3	SAN3			
	Understanding Human Institutions and Behaviors	HIB1		HIB2	HIB2, HIB3, HIB4				HIB4
	Thematic Transdisciplinary Clusters	Cluster-specific learning outcomes align to various UNCW Learning Goals							
Common Requirements	Information Literacy		IL1, IL3	IL1, IL2, IL3, IL4, IL5	IL1, IL2, IF3, IL4, IL5	IL4			
	Writing Intensive	WI1, WI5	WI3	WI2, WI3, WI5	WI2, WI4, WI5	WI3, WI4, WI5			
	Quantitative Logical Reasoning	QRE1, QRE2	QRE1, QRE2 LOG1, LOG2, LOG3	QRE1, QRE2	QRE1, QRE2, QRE3 LOG1, LOG2, LOG3	QRE3 LOG3			
	Explorations Beyond the Classroom	EBC2	EBC2		EBC2, EBC 3	EBC1			
	Capstone	CAP1							

Codes within cells are the component student learning outcomes, which illustrate how the components are aligned to the UNCW Learning Goals.

January 2013

APPENDIX B

COMMON LEARNING OUTCOMES FOR UNIVERSITY STUDIES COMPONENTS

Freshman Seminar

The student will:

- FS 1. Demonstrate the ability to identify, locate and use reference sources and materials necessary for success in a higher education experience. [Information Literacy]
- FS 2. Participate in discussion of real-life issues as informed, critical members of the group. [Inquiry]
- FS 3. Demonstrate ability to identify and apply academic strategies for analyzing, synthesizing, and critically evaluating information from all courses. [Critical Thinking]
- FS 4. Compose purposeful, reflective, written responses related to transitional issues. [Thoughtful Expression]

Lifespan Wellness

The student will:

- W1. Describe the synergy among the multiple dimensions of wellness. [Foundational Knowledge, Critical Thinking]
- W2. Develop a wellness plan to meet their personal needs across the lifespan. [Foundational Knowledge]
- W3. Describe the relationship between the effects of personal choice and the principles of wellness. [Foundational Knowledge]
- W4. Practice the basic components and principles of safe and effective physical activity and other health-related behaviors. [Foundational Knowledge]

Composition

The student will:

- CMP 1. Focus on a purpose and respond to the needs of different audiences in different kinds of rhetorical situations. [Critical Thinking; Thoughtful Expression]
- CMP 2. Use writing and reading for inquiry, learning, thinking, collaborating and communication [Inquiry; Critical Thinking; Thoughtful Expression; Teamwork]
- CMP 3. Employ a writing process that includes finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and successfully integrating personal knowledge with source material. [Inquiry; Information Literacy; Critical Thinking; Thoughtful Expression]
- CMP 4. Enact writing as an open process that includes generating, revising, peer response, editing, and encouraging writers to use invention, feedback and re-thinking to revise their work. [Critical Thinking; Thoughtful Expression]

Foreign Language

The student will:

- SL 1. Demonstrate basic proficiency in speaking and listening in interactions such as simple conversations in a language in addition to English. [Foundational Knowledge, Critical Thinking, Second Language]
- SL 2. Comprehend text and demonstrate basic proficiency in writing in a language in addition to English. [Foundational Knowledge, Critical Thinking, Second Language]
- SL 3. Demonstrate knowledge of the historical, political, and social realities of the countries and cultures that speak (or spoke) the language being studied. [Inquiry, Critical Thinking, Second Language, Global Citizenship]
- SL 4. Demonstrate the ability to examine other societies in a comparative context and to understand one's own society in the context of other societies, particularly those societies that speak the language being studied. [Foundational Knowledge, Inquiry, Critical Thinking, Diversity, Global Citizenship]

Mathematics and Statistics

The student will:

- MS 1. Employ multiple computational strategies in college-level mathematics or statistics. [Foundational Knowledge, Inquiry, Critical Thinking]
- MS 2. Demonstrate critical thinking by using mathematical or statistical models to solve problems in the real world. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- MS 3. Effectively communicate mathematical or statistical solutions using oral, written and/or graphic forms. [Critical Thinking, Thoughtful Expression]

Aesthetic, Interpretive, and Literary Perspectives

The student will:

- AIL 1. Demonstrate the ability to critically analyze, appreciate, and make cogent subjective judgments regarding artistic and literary works, using the appropriate conventions and language of the discipline. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking, Thoughtful Expression]
- AIL 2. Demonstrate an understanding and appreciation of the significance of major literary and artistic work and movements within their larger socio/historical contexts. [Critical Thinking, Diversity]
- AIL 3. Demonstrate basic knowledge of the importance of artistic expression to free and open-minded inquiry in human society. [Critical Thinking, Diversity]

Historical and Philosophical Approaches

The student will:

- HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present. [Foundational Knowledge, Inquiry]
- HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships. [Information Literacy, Critical Thinking]
- HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities among groups and regions. [Diversity, Inquiry]
- HPA 4. Draw on global historical, philosophical, or religious perspectives to evaluate contemporary problems/issues. [Global Citizenship, Critical Thinking, Inquiry]

Scientific Approaches to the Natural World

The student will:

- SAN 1. Demonstrate an understanding of basic scientific principles, theories, and laws as well as an awareness of the changing nature of science.[Foundational Knowledge, Inquiry, Critical Thinking]
- SAN 2. Analyze, interpret, and evaluate scientific hypotheses and theories using rigorous methods (including statistical and mathematical techniques). [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- SAN 3. Demonstrate the ability to write and speak critically about the essential questions addressed by the natural sciences, using the conventions and language of one of those disciplines. [Critical Thinking, Thoughtful Expression]

Understanding Human Institutions and Behaviors

The student will:

- HIB 1. Describe and explain major terms, concepts, methods, and principles in at least one of the social and behavioral sciences. [Foundational Knowledge]
- HIB 2. Evaluate the quality of social scientific information, including differentiating empirical evidence from speculation and the probable from the improbable. [Information Literacy, Critical Thinking]
- HIB 3. Demonstrate the ability to integrate scientific principles and evidence to resolve conflicting claims in the social and behavioral sciences. [Critical Thinking]
- HIB 4. Articulate how the social and behavioral sciences can provide explanations of social issues and inform public policy. [Critical Thinking, Global Citizenship]

Living in Our Diverse Nation

The student will:

- LDN 1. Describe and explain various themes and issues relevant to the study of human diversity. [Foundational Knowledge, Diversity]
- LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States. [Information Literacy, Critical Thinking]
- LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage. [Foundational Knowledge, Inquiry, Diversity]
- LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U. S. [Information Literacy, Critical Thinking, Diversity]

Living in a Global Society

The student will:

- GS 1. Demonstrate knowledge of global issues, processes, trends, and systems. [Foundational Knowledge]
- GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. [Foundational Knowledge, Inquiry, Critical Thinking, Diversity, Global Citizenship]
- GS 3. Accept cultural differences and tolerate cultural ambiguity. [Global Citizenship]

Writing Intensive

The student will:

- WI 1. Locate appropriate sources of information to support written arguments. [Foundational Knowledge]
- WI 2. Evaluate and use evidence to generalize, explain, and interpret content. [Information Literacy; Critical Thinking]
- WI 3. Demonstrate an understanding of the ethical use and citation of the ideas of others used as supporting material in written work. [Inquiry; Information Literacy; Thoughtful Expression]
- WI 4. Demonstrate the ability to write critically, using the conventions of the discipline covered in the course. [Critical Thinking; Thoughtful Expression]
- WI 5. Analyze and evaluate the claims, arguments, and theories presented course materials using appropriate methods (such as logical analysis and the identification of fallacies). [Foundational Knowledge; Information Literacy; Critical Thinking; Thoughtful Expression].

Information Literacy

The student will:

- IL 1. Be able to determine the nature and extent of information needed to solve a problem. [Inquiry; Information Literacy; Critical Thinking]
- IL 2. Access information effectively and efficiently from a variety of sources. [Information Literacy; Critical Thinking]
- IL 3. Evaluate information critically and incorporate appropriate information into his or her knowledge base. [Inquiry; Information Literacy; Critical Thinking]
- IL 4. Individually, or as a member of a group, use information effectively to accomplish a specific purpose. [Information Literacy; Critical Thinking; Thoughtful Expression]
- IL 5. Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally. [Information Literacy; Critical Thinking]

Quantitative and Logical Reasoning

The student will:

(Either for Quantitative Reasoning)

- QRE 1. Create, solve and interpret basic mathematical models. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- QRE 2. Make sound arguments based on mathematical reasoning and/or careful analysis of data. [Foundational Knowledge, Inquiry, Information Literacy, Critical Thinking]
- QRE 3. Effectively communicate the substance and meaning of mathematical problems and solutions. [Critical Thinking, Thoughtful Expression]

(Or for Logic)

- LOG 1. Identify and analyze the elements of arguments. [Inquiry, Critical Thinking]
- LOG 2. Evaluate the consistency, validity and sufficiency of arguments. [Inquiry, Critical Thinking]
- LOG 3. Exhibit critical thinking by developing and expressing sound arguments from given premises to related conclusions. [Inquiry, Critical Thinking, Thoughtful Expression]

Capstone

The student will:

- CAP 1. Integrate key facets of their education over the course of their university experience.

Requirements for Essay #4: Analysis Essay

In your rhetorical analysis of a web site or “junk mail” item, you should provide clear answers to the following questions:

- Who is the likely target audience for this item? How does the item attempt to construct an image of this audience?
- What is the purpose of this item? That is, what does the author want the reader/viewer of this item to do?
- What specific rhetorical strategies does the author of the piece employ in order to sway the reader/viewer? Be as specific as you can about the significance of the authors’ language and word choice; their use of metaphors; their use of colors, photos, and illustrations; and their use of underlining, boldfacing, highlighting, or other such textual manipulations.
- How would you classify these strategies in terms of rhetorical appeals? Why do you think these sorts of appeals were chosen? Are these appeals appropriate or effective in the context of this item? Why or why not?
- Does this item try to set itself apart from other items like it? (i.e., this charity is more important than other charities; this product or service is unlike others, etc.)

Required length: 4-5 pages.