

Fayetteville State University Core Curriculum Rubric: Critical Thinking (Draft)

All Fayetteville State University students will become effective critical thinkers. Critical thinking competencies include, 1) systematic evaluation and formulation of conclusions based on rational standards, 2) ethical awareness, 3) an understanding of statistical data, 4) avoidance of common reasoning errors; and 5) open-mindedness.

Rationale: The development of critical thinking competencies supports students' acquisition of the logical and quantitative skills essential for inquiry, deliberation, and decision-making in academic and non-academic settings. Mastery of critical thinking skills enables students to employ the methods of inquiry utilized by different academic disciplines. Effective critical thinking skills and the habits of mind associated with these skills are essential for life-long learning and responsible citizenship in global communities.

Competence	Assessment	
Basic	Embedded	University-Wide
Identifies correctly the conclusion and supporting reasons and evidence in written and oral passages	Tests in lower division courses	CLA – “Break an Argument”
Identifies the ethical implications of arguments and decisions	Tests in upper and lower division courses	
Interprets correctly statistical data and concepts (i.e., mean, median, mode, randomization, sample size, margin of error, standard deviation, statistical significance), including data presented in graphs, charts, or tables, in various forms of documents and discourse	Tests in upper and lower division courses	
Recognizes common reasoning errors (i.e., Ad Hominem fallacy, post-hoc reasoning, hasty and biased generalizations; anecdotal evidence) in written and oral passages drawn from various sources (editorials, advertisements, political discourse, research studies)	Tests in lower division classes	CLA – “Break an argument”
Restates fairly and accurately points of view different from one's own	Projects in upper and lower division courses	NSSE 1v. Had serious conversations with students who are different from yin terms of religious beliefs, political opinions, or personal values.
Proficient	Embedded	University-Wide
Assesses arguments and supporting reasons and evidence	Tests in various upper	CLA – “Break an Argument”

according to explicitly stated standards, i.e., truth, relevance, sufficiency, and others	and lower division courses	
Evaluates arguments and decisions based on explicitly stated ethical standards	Projects in upper and lower division courses	
Assesses statistical data, including data presented in graphs, charts, tables, in variety of documents and forms of discourse	Projects in upper and lower division courses	Rising Junior Exam (CBASE)
Develops reasons and evidence in response to common reasoning errors	Tests in upper and lower division courses	
Revises one's own point of view about specific issues by assessing the reasons and evidence for contrary points of view	Projects in upper and lower division courses	NSSE 6d. "Examines strengths and weaknesses of one's own views"
Advanced	Embedded	University-Wide
Develops original conclusions or hypotheses appropriate to his or her major using various forms of evidence drawn from multiple sources	Project(s) in major	CLA - "Make an Argument"
Articulates and acts upon the ethical consequences of one's own conclusions and hypotheses	Project(s) in major	
Uses statistical data effectively and correctly in supporting one's own conclusions or hypotheses as appropriate to his or her major	Project(s) in upper division courses	
Avoids common reasoning errors in developing original arguments	Project(s) in upper division courses	CLA - "Make an Argument"
Demonstrates open-mindedness, fairness, honesty, intellectual curiosity, and other similar habits of mind in searching for reasons and evidence contrary to one's own point of view about specific issues	Project(s) in upper division courses	NSSE 6e - "...imagine how an issue looks from another person's perspective" 11e. "...university helped develop critical thinking and analytical reasoning"