A HEURISTIC

Finding Critical Reading (and or as Critical Thinking) in a Curriculum

1) Taking Stock, Identifying Opportunities

- Where is critical reading explicitly required of students in your institution’s general education curriculum? (If you know of some, what are the SLOs most directly related to these particular moments in students’ path to completing the program?)

- Where is critical reading implied as a skill students will need at particular points in your curriculum?

  o What are some SLO “active verbs” that seem to signal that critical reading as a form of critical thinking will be required? (think back to my discussion of the Silver Core and UNR’s degree programs) → LIST THEM

  o What are some of the academic genres (literature review, research report, annotated bibliography, “reading responses,” “close reading”/literary interpretation, etc.) that are associated with the intellectual activities contained in SLOs? → LIST THEM
2) Imagining and Drafting Assessment Strategy

- Choose one “moment” in your general education curriculum where some form of critical reading is required, and imagine what kinds of evidence might be available (what are students actually doing to demonstrate the abilities expressed or implied by the SLOs you’ve been noting above)

- How might you collect such evidence?

- Who is best situated to evaluate those student performances?

- What kinds of measurement tools will these evaluators need?

- THE TRANSLATION PROBLEM: How will you compile the information and analyze it to evaluate success of the overall program—delivering instruction in the kinds of critical reading / critical thinking integrated variously at various moments into your general education curriculum?