

# Fusion

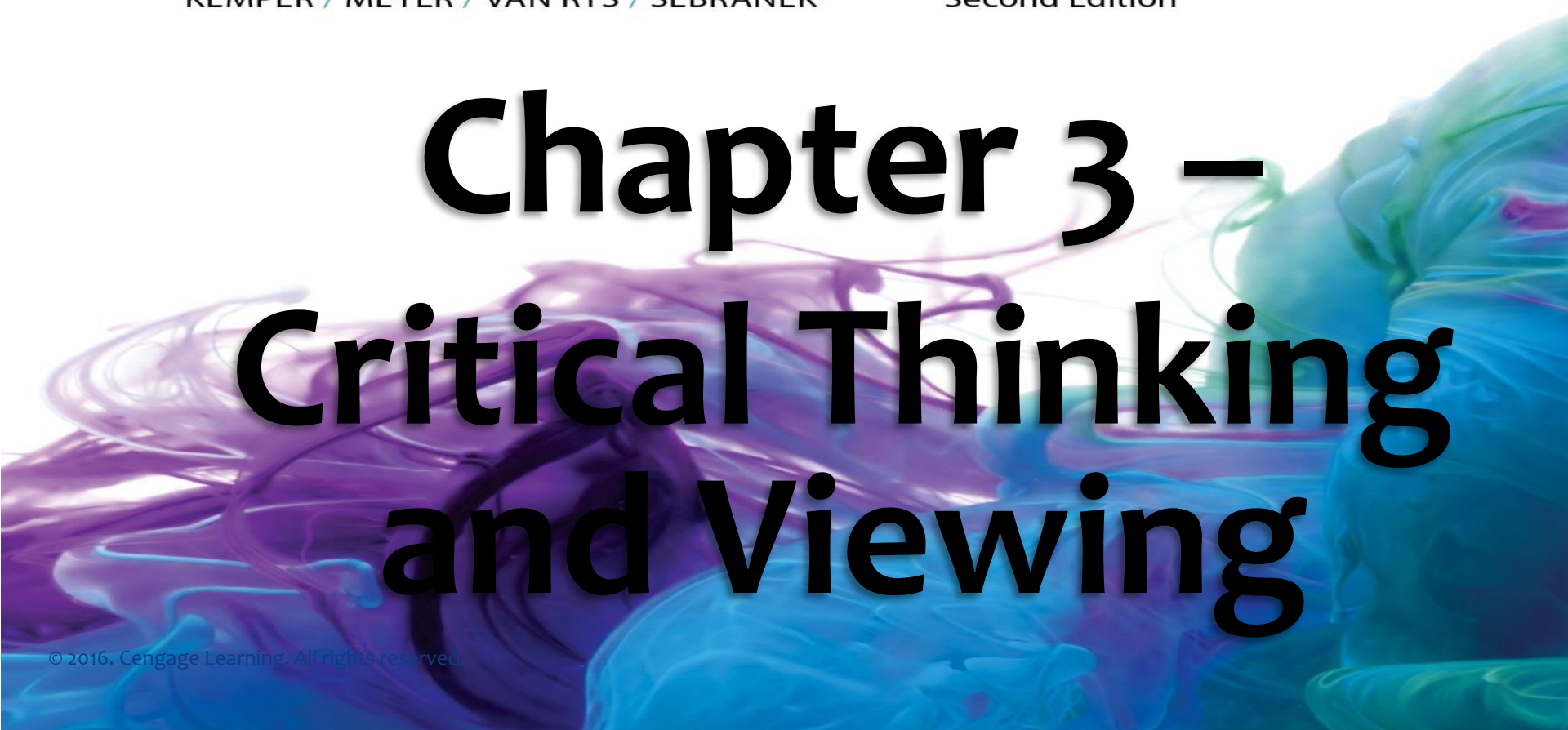
Integrated Reading and Writing

Book 2

KEMPER / MEYER / VAN RYS / SEBRANEK

Second Edition

## Chapter 3 – Critical Thinking and Viewing

The background of the lower half of the page features a vibrant, abstract design of swirling ink or paint. The colors are primarily deep purple, magenta, and bright blue, creating a dynamic, fluid pattern that resembles marbled paper or a microscopic view of certain liquids.



# Learning Outcomes

- \* By the time you finish reading and studying this chapter, you should be able to:
  - \* LO1 Consider basic thinking patterns.
  - \* LO2 Access deeper thinking.
  - \* LO3 Ask critical questions.
  - \* LO4 Analyze visuals.

# Opening Activity

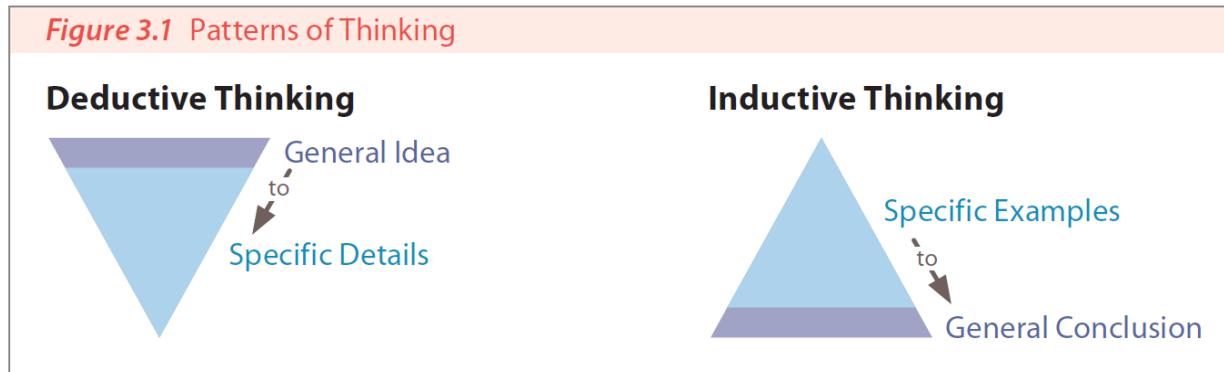
- \* Critical thinking is an important skill to develop in college. What are some examples of real world tasks that would require you to think critically?



Lu Mikhaylova, 2014 / Used under license from Shutterstock.com

# Basic Thinking Patterns

- \* **Deductive thinking** begins with a *general idea* and follows with *specific details*.
- \* **Inductive thinking** moves from *specific facts* and details to a *general conclusion*.



- \* **Recognizing thinking patterns helps you to:**
  1. locate the main idea of the paragraph or essay
  2. trace the author's logic or way of support

# Accessing Deeper Thinking

- \* **Critical thinking involves *analyzing and evaluating*.**
  - \* **Analysis** means breaking down a subject, examining its parts, and seeing the ways they work together.
  - \* **Evaluation** means judging the value of a subject and considering its strengths and weaknesses.
- \* **Bloom's Taxonomy classifies critical thinking skills.**

Table 3.1 Bloom's Revised Taxonomy of Thinking Skills

	Reading	Writing
<b>Remember</b>	Collect basic information, identify key terms, and remember main points.	Recall basic information about a topic (facts, ideas, examples, definitions).
<b>Understand</b>	Draw inferences and conclusions about the topic based on what you know about it.	Explain what you have learned, give examples, and restate information.
<b>Apply</b>	Identify the main idea and crucial details; model or show understanding.	State a thesis about the topic and outline key supporting points.
<b>Analyze</b>	Carefully examine the topic and organization, classify the key points, show cause-effect relationships, and make comparisons.	Carefully examine all parts of the topic, recognize relationships between the parts, and choose an appropriate approach.
<b>Evaluate</b>	Judge the value of information and identify a text's strengths and weaknesses.	Judge the value and logic of other people's ideas as well as your own ideas, organization, and voice.
<b>Create</b>	Develop something new from what you have learned.	Develop new ideas and create a draft that draws from your learning, understanding, and analysis of the topic.

# Analyzing the Three Basic Parts

Figure 3.2 Basic Three-Part Structure

	Paragraphs	Essays
Beginning	The topic sentence introduces the topic and states the focus of the paragraph.	The first paragraph (or paragraphs) introduces the topic, explains why the topic is important, and states the focus of the essay in a thesis statement.
Middle	The middle sentences provide details about the topic and focus.	The middle paragraphs support the thesis statement with details and evidence. Each middle paragraph focuses on a different supporting idea and includes its own beginning, middle, and ending parts.
Ending	The last sentence provides a concluding point or summarizes the information that came before it.	The ending paragraph restates the thesis and sums up why it is important.

# Evaluating a Text

**Credibility** refers to the trustworthiness of a text's ideas and information. Consider these factors to evaluate credibility:

## Authorship

- A piece by an established writer or subject-matter expert enhances credibility.

## Source

- Scholarly and peer-reviewed sources are best.

## Balance

- Covering all sides of an issue equally and unbiased improves credibility.

## Accuracy

- Information should be correct, and sources should be cited within the text.

## Purpose

- Informative texts are usually more credible than those that persuade or entertain.

# Evaluating a Text

**Relevance** refers to how well a text fulfills your reading purpose. Consider these factors to evaluate relevance:

## Timeliness

- Information is current and up-to-date.

## Applicability

- Information fulfills reader's needs.

## Accuracy

- Information is correct, and sources are cited within the text.

## Completeness

- Topic coverage is thorough; no information needed to understand is missing.

# Evaluating a Text

**Quality** refers to the overall excellence of a text's information, readability, and design. Consider these factors to evaluate quality:

## Information

- contains accurate, balanced, and complete information

## Readability

- easy to read and free of writing errors

## Design

- clean, professional, and easy to navigate

# Asking Critical Reading Questions

During **prereading**, ask the following questions:

1. **Purpose:** What is the purpose of the reading (to inform, persuade, or entertain)?
2. **Audience:** Who is intended to read this?
3. **Author:** Who is the author? Is there any biographical information provided? Is he or she qualified?
4. **Title/headings:** Use these to ask *who, what, when, why, where, and how*.
5. **Prior knowledge:** What do I already know about this topic?

# Asking Critical Reading Questions

During **reading and rereading**, ask the following questions:

1. **Content/information:** What is the author's main idea? What details help me determine this?

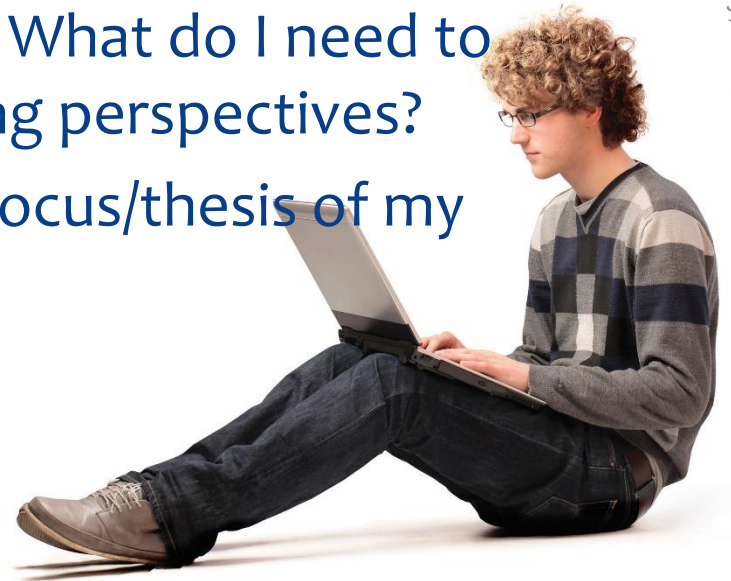
During **reflecting**, ask the following questions:

1. **Information gained:** What did I learn, and how can I use this information?
2. **Information gaps:** What do I still want to know? Did the author leave anything out?
3. **Personal connection:** Did the reading challenge me, change my understanding, or make me question my beliefs?
4. **Prior knowledge:** What do I already know about this topic?

# Asking Critical Writing Questions

During **prewriting**, ask the following questions:

1. **Purpose:** Am I writing to inform, persuade, or entertain?
2. **Audience:** Who is my intended audience? What do they already know, and what do they need to know?
3. **Topic:** What do I already know? What do I need to research? What are the opposing perspectives?
4. **Focus/thesis:** What will be the focus/thesis of my writing?



# Asking Critical Writing Questions

During **writing**, ask the following questions:

1. **Purpose:** Am I writing in a way that fulfills my purpose?
2. **Audience:** Am I keeping them in mind and answering their questions?
3. **Organization:** Am I following a basic structure? Did I create a beginning, middle, and end?



# Asking Critical Writing Questions

During **revising and editing**, ask the following questions:

1. **Ideas:** Is my focus clear and convincing?
2. **Organization:** Do I have a clear beginning, middle, and end? Does anything need to be rearranged?
3. **Coherence:** Do sentences flow well? Do I need to replace general words with more specific ones?
4. **Voice:** Do I sound knowledgeable? Is my tone appropriate?
5. **Correctness:** Are names and facts accurate? Is the writing free of errors?
6. **Design:** Does paper look clean and professional? Do I need headings? Is font and size easy to read?

# Analyzing Visuals

**Follow this *critical-viewing process* when analyzing visuals:**

1. Scan the visual
2. Analyze each section
3. Ask critical questions about:
  - \* Creator
  - \* Message
  - \* Medium
  - \* Viewer
  - \* Context
4. Associate to surrounding text and your knowledge
5. Interpret meaning



Francesco Ocello, 2014 / Used under license from Shutterstock.com