CRITICAL THINKING

Students who graduate from Surry Community College will think about their thinking in order to improve it. They will display competence in the cognitive skills and abilities that underlie critical thinking. Specifically, they will be able (1) to analyze thought (their own and that of others) by identifying, examining, and employing the essential elements of reasoning; (2) to assess thought by applying intellectual standards; and (3) to think ethically and fairly by cultivating intellectual traits. SCC students will be willing to adjust thinking and behavior based on the results of their reasoning.

The following elements of reasoning and intellectual standards govern the critical thinking outcome:

Elements of Reasoning
- Purpose
- Key Question, Problem, or Issue
- Point of View
- Information
- Concepts
- Assumptions
- Interpretations and Inferences
- Implications and Consequences

Intellectual Standards
- Clarity
- Accuracy
- Precision
- Relevance
- Depth
- Breadth
- Logic
- Significance
- Fairness

Artifacts are to be evaluated to determine whether the student has satisfactorily demonstrated the cognitive skills comprised of the elements and standards as applicable in the context of the assignment. See the critical thinking grid for a detailed description of *exemplary*, *satisfactory*, *below satisfactory* and *unsatisfactory* artifacts.

4 = Exemplary = Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicality, and fairness

3 = Satisfactory = Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of a 4

2 = Unsatisfactory = Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial

1 = Below Satisfactory = Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness