

# First Year Seminar in Critical Thinking –Fall 2013

**CRN 2491 - FYS 100 – 127 Class 12:30 pm - 1:45 pm TR Smith Hall 263**

**Instructor:** Dr. Barbara J. Tarter (tarterb@marshall.edu)  
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**Office Hours:** Monday – 3:00-4:30; 6:00-6:30; Tuesday –12:00-12:30; 3:15-4:15; Wednesday 12:00-4:00  
(Sometimes scheduled faculty meeting from 12-1:00 or 2:00); Thursday – 12:00-12:30, 3:15-5:15 (Faculty Senate meets on September 26, 2013, October 24, 2013, November 21, 2013, and December 12, 2013 from 4:00-6:00)

**Seminar:** specialized educational class in which ideas, approaches, and advances are regularly shared among participants (Encarta® World English Dictionary [North American Edition] ©2009)

Textbook: REQUIRED

- TITLE: Critical Thinking in College
  - COPYRIGHT YEAR:2012
  - ISBN:9781256338123
  - USED:\$51.00
- AUTHOR:Nosich  
PUBLISHER: Pearson Learning Solutions  
NEW:\$67.75

***\*\*Please Note:** Course and pricing information is subject to change based upon updated data from publishers and instructors.*

***Additional readings will be provided through Blackboard.***

**Computer Requirements:** Students must be able to effectively use the library's on-line research sites and be able to effectively load one of their documents into the GEAR Assessment program. All assignments must be typed.

**(Who Done It? - COURSE OBJECTIVES)** This Seminar will take a legal focus. Specifically, the class will analyze the legal system as it relates to the five FYS domains, the class objectives and the class assignments.

FYS Domains	Student Learning Outcomes	Practice of Desired Student Outcomes	Student Outcome Assessment
<b>Information Literacy</b>	You will <b>revise</b> your search strategies and <b>employ</b> appropriate research tools, <b>integrate</b> relevant information from reliable sources, <b>question and evaluate</b> the complexity of the information environment,	<ul style="list-style-type: none"><li>– <b>Access</b> a variety of databases such as EbcoHost's Academic Search Premier, Lexis Nexis, Credo Literati, the CQ Researcher and more.</li><li>– <b>Locate</b> and <b>Evaluate</b> research related to your case, and integrate it into your legal brief and into your case presentation using</li></ul>	<ul style="list-style-type: none"><li>– Preparation of two legal briefs (One for the defense and one for the prosecution)</li><li>– Presentation of the material derived from the research as related</li></ul>

	and <b>use</b> information in an ethical manner.	<p>a proper citation format.</p> <ul style="list-style-type: none"> <li>– <b>Integrate</b> research from a variety of sources, to include legal documents, newspaper stories, journal articles, books and reliable websites.</li> <li>– <b>Evaluate</b> and <b>Revise</b> your material based on your expectations of the opposition's position.</li> <li>– <b>Discuss</b> such cases and the corresponding documents as the Scottsboro Boys, Chandra Levi Case, the Salem Witch Trials, and the Leo Frank Case.</li> <li>– <b>Prepare</b> and <b>Present</b> legal cases with attention to details and from an ethical approach.</li> <li>– <b>Read</b> Ch. 2 (CTIC): "Thinking Critically about Statistics"</li> <li>– <b>Read</b> Ch. 3 (CTIC): "The Power of Language"</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>	<p>to each case.</p> <ul style="list-style-type: none"> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> </ul>
<p><b>Integrative Thinking about the Domains:</b></p> <p><b>Aesthetic/Artistic Thinking</b></p> <p><b>Information Literacy</b></p> <p><b>Mathematical Thinking</b></p> <p><b>Multicultural &amp; International Thinking</b></p> <p><b>Oral, Written, Visual Communication</b></p> <p><b>Scientific Thinking</b></p> <p><b>Social, Ethical &amp; Historical Thinking</b></p>	<p>You will <b>make connections</b> among varied disciplines, domains of thinking, experiences, and situations.</p> <p><b>Transfer skills</b> and <b>learning</b> among varied disciplines, domains of thinking, experiences, and situations.</p>	<ul style="list-style-type: none"> <li>– <b>Connect</b> a variety of disciplines through a variety of discussions such as Art and Criminals; Social Sciences and Sharia Law: Crime and Statistics: CSI and Science; and the historical and social aspects of specific criminal acts.</li> <li>– <b>Prepare</b> two legal cases that transfers the research completed into a comprehensive oral, visual, and written presentation.</li> <li>– <b>Review</b> On-Line Documents involving crime and criminal practice</li> <li>– <b>Read</b> Ch. 1 (CTIC): "What is Critical Thinking within a Field or Discipline?"</li> <li>– <b>Read</b> Ch. 5 (CTIC): "The Marshall Experience"</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>	<ul style="list-style-type: none"> <li>– Preparation of Modified Legal Brief</li> <li>– Development of two legal presentations</li> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> </ul>
<b>Intercultural Thinking</b>	<p>You will <b>evaluate</b> generalizations about cultural groups, <b>analyze</b> how cultural beliefs might affect communication across cultures, <b>evaluate</b> how specific approaches to global issues will affect multiple cultural communities, and <b>untangle</b> competing economic, religious,</p>	<ul style="list-style-type: none"> <li>– <b>Examine</b> your own cultural beliefs on issues such as ethnicity, religion, gender, age, and the media through in-class discussions, a speaker, a field trip to the Crime Scene House, video clips, classroom presentations, and two film documentaries.</li> <li>– <b>Scrutinize</b> such cultural issues as Sharia Law, Witchcraft, and mental illness.</li> <li>– <b>Analyze</b> the effect of cultural and historical</li> </ul>	<ul style="list-style-type: none"> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> <li>– Jury Decisions and Discussions involving case presentations</li> <li>– Multi-Cultural Exercise involving taking a</li> </ul>

	social or geographical interests of cultural groups in conflict.	<p>beliefs on such things as religion, ethnicity, and socio-economic standing.</p> <ul style="list-style-type: none"> <li>– <b>Review</b> and <b>Evaluate</b> On-Line documents involving cultural differences in the law</li> <li>– <b>Explore</b> and <b>Evaluate</b> cases that have significantly contributed to our current cultural beliefs such as the Scottsboro Boys and the Salem Witch Trials.</li> <li>– <b>Read</b> Ch. 4 (<u>Critical Thinking in College</u>): “Snap Judgments: Heuristic Thinking”</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>	position in another country
<b>Inquiry Based Thinking</b>	You will <b>formulate</b> focused questions and hypotheses, <b>evaluate</b> existing knowledge, <b>collect</b> and <b>analyze</b> data, and <b>draw</b> justifiable conclusions.	<ul style="list-style-type: none"> <li>– <b>Formulate</b> a position in two controversial legal cases</li> <li>– <b>Evaluate</b> existing material supporting your assigned position and the alternative position</li> <li>– <b>Analyze</b> data, and draw a justifiable conclusion for your assigned legal position.</li> <li>– <b>Test</b> your ability to anticipate those arguments that might be presented by the opposing side and present counter arguments in support of your position</li> <li>– <b>Review</b> and determine those witnesses that might be the most powerful in presenting your case and suggest what their testimony might include.</li> <li>– <b>Engage</b> in problem-solving activities that will require you to reason through multiple levels of inquiry.</li> <li>– <b>Read</b> Ch. 4 (<u>Critical Thinking in College</u>): “Snap Judgments: Heuristic Thinking”</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>	<ul style="list-style-type: none"> <li>– Two Exams</li> <li>– Final Critical Thinking Challenge</li> <li>– Preparation of Modified Legal Brief</li> <li>– Development of two legal presentations</li> <li>–</li> </ul>
<b>Metacognitive Thinking</b>	You will <b>evaluate</b> the effectiveness of your project plan or strategy to <b>determine</b> the degree of improvement in your knowledge and skills.	<ul style="list-style-type: none"> <li>– <b>Engage</b> in reading and writing assignments that require you to consider how you learn, what you think and why you believe what you do.</li> <li>– <b>Read</b> On-Line material provided.</li> </ul>	<ul style="list-style-type: none"> <li>– Review of your comments on your legal briefs</li> <li>– Review of your comments about your legal presentations</li> <li>– Consideration of the class determination of the effectiveness of your legal presentation</li> <li>– Reflection on GEAR upload</li> </ul>

## CLASS ASSIGNMENTS

**DUE DATES:** Assignments are due on the date and time indicated on the syllabus. Please submit assignments to Blackboard. Make sure to include your name on the actual assignment and that of your partner if the assignment is submitted as a joint effort. The instructor will attempt to send an acknowledgement of receipt within 4 days of the assignment due date. It is a good college practice to always keep copies of your work, both before and after grading, to avoid material getting lost in cyberspace.

**LATE ASSIGNMENTS:** The semester will move very fast and it is difficult to stay on track unless you follow the syllabus closely. Assignments not received by the due date will be subject to a reduced grading scale. Assignments will not be accepted more than one class period late without special permission from the instructor.

**ATTENDANCE:** Attendance is **required** for the course according to University Policy. The policy states that a student that has more than three **(3) Unexcused absences** during the semester (1 ½ week of class) will expect the following consequences:

- Automatic one letter grade deduction
- Mandatory meeting with the instructor. If the student wishes the chance to redeem him/herself, he or she may submit a plan of improvement. If the plan of improvement is accepted by the instructor and implemented by the student, the student can potentially earn back the letter grade. Subsequent missed classes will result in additional letter grade deductions.

**Excused absences** fall into five categories:

1. University-sponsored activities: academic activities (e.g., performing arts, debate, honors classes, ROTC, and departmental functions); official athletic events sponsored by the Athletic Department; and university activities (e.g., student government and student organizations)
2. Student Illness or Critical Illness/Death in the Immediate Family  

"Immediate Family" is defined as a spouse/life partner, child, parent, legal guardian, sibling, grandparent or grandchild. **\*Routine appointments are not excused. Appointments should be scheduled around your classes.**
3. Short-Term Military Obligation
4. Jury Duty or Subpoena for Court Appearance
5. Religious Holidays

The student with excused absences has the following responsibility:

- Provide appropriate documentation to Dean of Student Affairs for excused absence. Learn how the process works here: [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf)
- Request opportunity to complete missed work within one week of the absence
- Be aware that excessive absences—whether excused or unexcused—may affect your ability to earn a passing grade.

- Regardless of the nature of the excused absence, you are responsible for completing all coursework prior to the end of the semester.

**STUDENTS with DISABILITIES:** Marshall University is committed to an equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

### CLASSROOM RESPECT

**Late Arrivals:** Given the nature of the class, it is important that you arrive to class on time. Late arrivals can significantly distract the class and the instructor. If you must arrive late during a performance day, please wait until the speaker sits down before entering the classroom.

**Cell Phones:** Please make sure that all cell phones are turned off before class starts. If you have an emergency call that you are expecting, please let the instructor know prior to the start of class.

**Text Messaging:** Please refrain from texting during class time. This is extremely distracting and disrespectful to the instructor and to other speakers, who expect your attention. Continual abuse of this policy may result in academic grade loss or even dismissal from the course.

**Laptops:** Feel free to bring a laptop to take notes during class BUT other uses of the computer such as e-mailing friends, gaming, or surfing the WEB for unrelated class material, may result in class dismissal.

### ACADEMIC DISHONESTY

**Plagiarism:** Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" in the course and may be subject to further university discipline.

**Cheating:** According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

### OTHER UNIVERSITY POLICIES

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Students with Disabilities | Affirmative Action | Computing Services Acceptable Use | Dead Week | Excused Absences (undergraduate) | Academic Dishonesty | Inclement Weather | MU Alert | Academic Dismissal | Academic Forgiveness | Academic Probation and Suspension | Academic Rights and Responsibilities of Students | Sexual Harassment

## COURSE REQUIREMENTS

### University Required - Reading/Writing minimums and maximums

- Total reading for the semester should be **480-720** pages
- Total writing for the semester should be **16-24** pages.

**Exam 1 & 2:** The exams will consist of twenty essay questions given in advance. The questions will largely involve critical thinking and applying theory to “real life” situations. On the day of the exam, twelve questions will be randomly drawn and ten of the twelve questions drawn will be answered by each student. No surprises! 😊😊

**2 @ 20% = 40% of the final grade**

**Prosecution & Defense Briefs:** Each brief will be a minimum of **twelve (12) pages long** (double-spaced) and include a synopsis of the case, a list of potential witnesses, a list of the major arguments that support the specific position, a list of expected counter arguments and the response, a discussion of any additional relevant material, photos of the exhibits, a conclusion and a complete bibliography of properly cited sources. Each brief should contain no less than twelve **(12) reliable** sources. All briefs must properly cite sources throughout the document in either APA or MLA style formats. The first brief will be completed in the MLA style format and the second in the APA style format.

Please note that the synopsis of the case is NOT the same as the oral opening statement nor is the oral closing statement the same as the conclusion. Although some of the same information should be included, the introduction and conclusion **should not** be read as a substitute for the presentation.

Samples of past student briefs will be shared on Blackboard. The final brief grade will be shared by the partners, provided a significant contribution was made by both. Students failing to contribute a significant portion to the brief will receive a “0” on this assignment. Students will be asked to indicate the percent of partner contribution.

Students not assigned a partner that must complete a legal brief on their own will receive a half of a letter grade (5 points) added to their brief grade.

**2 @ 15% = 30% of the final grade**

**Presentation of the Case:** Students will orally present both their prosecution and defense cases. The presentation should provide visual aids where appropriate. The remainder of the class will serve as the jury, in determining the winner of each case. The presentation grades will be assigned individually to each partner. It is important that both partners work together to provide a consistent and comprehensive presentation of their case. Each presentation will be between **5-8 minutes** long.

Students without partners will receive their highest of their two presentation grades, for the case in which they argue both positions.

**2 @ 10% = 20% of the final grade**

**Final – Critical Thinking Challenge:** Students will analyze a critical thinking scenario and use the documents provided to complete their response to the scenario. Additional information will be provided throughout the class. The scenario will be similar to the one completed during WOW weekend.

**10% of the final grade**

### **Classroom Courtroom Presentation:**

**Prosecution – Partner 1 - Opening Statement (5-8 minutes)**

Introduce the case with a general overview of the facts  
 Explain the facts as they relate to the prosecution's perspective  
 Anticipate the arguments to be raised by the defense  
 State the prosecution's major arguments with appropriate support

**Defense – Partner 1 – Opening Statement (5-8 minutes)**

Clearly state the defense's perspective on the specified facts  
 Respond to the Prosecution's major arguments  
 State the defense's major arguments with appropriate support

**Prosecution – Partner 2- Closing Statement (5-8 minutes)**

Respond to the major arguments made by the Defense  
 Reiterate the arguments of the Prosecution  
 Provide a closing statement which details the facts and evidence based on the Prosecution's perspective

**Defense – Partner 2 Closing Statement (5-8 minutes)**

Respond to the major arguments made by the Prosecution  
 Reiterate the arguments of the Defense  
 Provide a closing statement which details the facts and evidence based on the Defense's perspective


### **COURSE REQUIREMENTS**

<b>Assignment</b>	<b>Percentage of Grade</b>	<b>Grade</b>	<b>Current %</b>	<b>Due Date</b>
<b>Exam I</b>	.20			<b>October 3, 2013</b>
<b>Legal Brief – 1<sup>st</sup> Case</b>	.15			<b>October 8, 2013</b>
<b>Courtroom Presentation – 1<sup>st</sup> Case</b>	.10			<b>October 8-15, 2013</b>
<b>Exam II</b>	.20			<b>November 19, 2013</b>
<b>Legal Brief – 2<sup>nd</sup> Case</b>	.15			<b>November 21, 2013</b>
<b>Courtroom Presentation – 2nd Case</b>	.10			<b>November 21-December 5, 2013</b>
<b>Final – Critical Thinking Challenge</b>	.10			<b>December 10, 2013</b>
<b>TOTAL Class</b>	<b>100%</b>			

## Tentative Class Schedule

	Discussion	Assignment—Please read the assignment <b>before</b> the class.
<b>August 27, 2013</b>	<b>Introduction to the Class</b> Discussion of the long-term class goals Review the Syllabus  <b>LEGAL JEOPARDY</b>	
<b>August 29, 2013</b>	<b>The Value of a College Education</b>  Show Me the Money  Show Me the Grade	Chapter Five – The Marshall Experience <b>(On Blackboard)</b>  <a href="http://www.usnews.com/education/best-colleges/articles/2011/05/16/americans-split-on-value-of-a-college-degree_print.html">http://www.usnews.com/education/best-colleges/articles/2011/05/16/americans-split-on-value-of-a-college-degree_print.html</a>  <a href="http://americanradioworks.publicradio.org/features/tomorrows-college/dropouts/value-of-college-degree.html">http://americanradioworks.publicradio.org/features/tomorrows-college/dropouts/value-of-college-degree.html</a>
<b>September 3, 2013</b>	<b>Developing a Legal Brief</b>	Who Killed Chandra Levy?   Come to class, having read the Chandra Levy material <a href="http://www.washingtonpost.com/wp-srv/metro/specials/chandra/">http://www.washingtonpost.com/wp-srv/metro/specials/chandra/</a> Material also on Blackboard
<b>September 5, 2013</b>	<b>Assignment to Case #1 “Murder in Many Forms”</b>  Discussion of the Crimes  Partners meet during the last part of class.	
<b>September 10, 2013</b>	<b>Finding Relevant Sources</b>  – Key Web sites	<b>Embedded Librarian</b>



<b>September 12, 2013</b>	<b>Making an Argument</b>  Leo Frank Case	Read Trial Transcripts on Blackboard Chapter One – What is Critical Thinking Within a Field or Discipline
<b>September 17, 2013</b>	<b>Presenting the Case –</b> The Power of Language “Opening and Closing Statements”	Chapter Three – The Power of Language
<b>September 19, 2013</b>	<b>Citing Sources</b> in APA and MLA styles	<b>Embedded Librarian</b> <b>Print out or have available through an electronic device, Purdue Owl Citation Comparison Guide found on Blackboard and at</b> <b><a href="http://owl.english.purdue.edu/owl/resource/949/01/">http://owl.english.purdue.edu/owl/resource/949/01/</a></b>
<b>September 24, 2013</b>	The CSI Effect	Read: <a href="http://www.trutv.com/library/crime/criminal_mind/psychology/csi_effect/1_index.html">http://www.trutv.com/library/crime/criminal_mind/psychology/csi_effect/1_index.html</a>
<b>September 26, 2013</b>	CSI: Crime Scene House	 Meet at the Crime Scene House 1524 5th Ave It is the second house on the corner of Hal Greer and 5th Ave.
<b>October 1, 2013</b>	CSI and Math Statistics and Crime	Chapter Two – Thinking Critically about Statistics  Readings on Blackboard
<b>October 3, 2013</b>	<b>EXAM I – 20 questions given in advance; 12 chosen on the day of the exam – critical thinking essays</b>	<b>EXAM I</b>
<b>October 8, 2013</b>	Class as a Courtroom – Both Sides Present Their Case.	<b><i>All Prosecution and Defense Final Briefs Due – (MLA Style Format)</i></b>  <b>1<sup>st</sup> Case Assignment</b>  <b>Case 1 &amp; 2 Classroom Presentation</b>
<b>October 10, 2013</b>	Class as a Courtroom – Both Sides Present Their Case.	<b>Case 3 &amp; 4 Classroom Presentation</b>
<b>October 15, 2013</b>	Class as a Courtroom – Both Sides Present Their Case. <i>Case # 2 Assigned.</i> <i>Partners Meet to discuss the case.</i>	<b>Case 5 &amp; 6 Classroom Presentation</b>  Check some of the case information on Blackboard
<b>October 17, 2013</b>	<b>Assignment to Case #2</b>  Discussion of the Crimes Partners meet during class.	

<b>October 22, 2013</b>	Cultural Law What is Sharia Law	Read the Material on Blackboard
<b>October 24, 2013</b>	Sharia Law	Guest Speaker - Majed Khader, Ph.D. Professor Sharia Law – Go to Blackboard for Article
<b>October 29, 2013</b>	Art & Criminals – Jack the Ripper & Hitler	Read the material on Blackboard
<b>October 31, 2013</b>	Art and the Manson Murders	Readings on Blackboard
<b>November 5, 2013</b>	The Scottsboro Boys – A historical/cultural phenomena	Chapter Four – Snap Judgments : Heuristic Thinking
<b>November 7, 2013</b>	The Scottsboro Boys Continued	Read the material on Blackboard
<b>November 12, 2013</b>	Religion, Money & Superstition The Salem Witch Trials	Read the material on Blackboard
<b>November 14, 2013</b>	Salem Witch Trials Continued	
<b>November 19, 2013</b>	<b>EXAM II – 20 questions given in advance; 12 chosen on the day of the exam – critical thinking essays</b>	<b>EXAM II</b>
<b>November 21, 2013</b>	Class as a Courtroom – Both Sides Present their Case	<i>All Prosecution and Defense Final Briefs Due – (APA Style Format)</i>  <b>2<sup>nd</sup> Case Assignment</b> <b>Case 1 &amp; 2 Classroom Presentation</b>
<b>December 3, 2013</b>	Class as a Courtroom – Both Sides Present their Case	<b>Case 3 &amp; 4 Classroom Presentation</b>
<b>December 5, 2013</b>	Class as a Courtroom – Both Sides Present their Case Final Class Day – Catch Up	<b>Case 5 &amp; 6 Classroom Presentation</b>  <b>Review Final Format</b>
<b>Final – Critical Thinking Challenge</b>	Tuesday, December 10, 2013 from 12:45-2:45	

**Class Schedule is subject to change, based on the needs of the class and the instructor.**

This is the only physical or hard-copy of this syllabus you will receive.  
Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and MyMU under the appropriate course listing.

## Rubric for Critical Thinking Challenge (Final Exam)

FYS Outcomes	A	B	C	D/F	Weight
<b>Information Literacy</b> (Accessing, evaluating, and using information ethically)	<ul style="list-style-type: none"> <li>• <b>Part A:</b> Effectively/rightly explains evaluation of documents in the Document Library (DL) by distinguishing between accuracy, impartiality, and relevance.</li> <li>• <b>Part B:</b> Assesses the need for more information and recommends specific research methods/sources that would address most unanswered questions.</li> <li>• <b>Part C:</b> Deliberately acknowledges and evaluates multiple relevant sources of information from the DL.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part A:</b> Explains evaluation of documents in the DL but overlooks some crucial details concerning accuracy, impartiality, or relevance</li> <li>• <b>Part B:</b> Assesses the need for more information and recommends general research methods/sources that would address some unanswered questions.</li> <li>• <b>Part C:</b> Clearly acknowledges relevant sources of information from the DL.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part A:</b> Describes documents in the DL in general terms; does not effectively distinguish between accuracy, impartiality, and relevance.</li> <li>• <b>Part B:</b> Acknowledges the need for more information but does not identify feasible research methods/sources that would address unanswered questions.</li> <li>• <b>Part C:</b> Indirectly/vaguely acknowledges sources of information from the DL.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part A:</b> Fails to correctly determine accuracy, impartiality, and relevance of the majority of documents in the DL.</li> <li>• <b>Part B:</b> Does not acknowledge or assess the need for more information.</li> <li>• <b>Part C:</b> Fails to acknowledge sources.</li> </ul>	
<b>Reasoning</b> (Demonstrating sound reasoning skills through the construction of an argument)	<b>Part C:</b> <ul style="list-style-type: none"> <li>• Offers a specific, consistent, and actionable recommendation that addresses the problem identified.</li> <li>• Explicitly links recommendation to relevant evidence from the DL; explains why some evidence has been disregarded because of inaccuracy, partiality/bias, or irrelevance.</li> </ul>	<b>Part C:</b> <ul style="list-style-type: none"> <li>• Offers a broad recommendation with some inconsistencies; may only partially address the problem identified.</li> <li>• Links recommendation to relevant evidence from the DL but does not explain why that evidence was chosen over other information.</li> </ul>	<b>Part C:</b> <ul style="list-style-type: none"> <li>• Offers an overgeneralized or contradictory recommendation (does not take a clear position).</li> <li>• Defends recommendation with a mix of appropriate and inappropriate evidence from the DL.</li> </ul>	<b>Part C:</b> <ul style="list-style-type: none"> <li>• Discusses the scenario topic but fails to define the problem or provide a recommendation.</li> <li>• Disregards most relevant evidence from the DL in favor of own ideas or biases.</li> </ul>	

<b>Representations</b>  (Evaluating and constructing representational artifacts in a variety of genres)	<b>Part C</b> <ul style="list-style-type: none"> <li>• Produces a cohesive, readable document with only minor grammatical errors.</li> <li>• Produces a professional document in the specified genre.</li> <li>• Gears language to the intended audience.</li> </ul>	<b>Part C</b> <ul style="list-style-type: none"> <li>• Organizes document in a cohesive way but makes just enough grammatical errors to diminish the perceived expertise of the recommender.</li> <li>• Produces a document in the specified genre, but with minor formatting errors.</li> <li>• Gears language to no particular audience.</li> </ul>	<b>Part C</b> <ul style="list-style-type: none"> <li>• Produces a document that lacks a cohesive progression of ideas and/or makes significant grammatical errors.</li> <li>• Produces a document in the specified genre, but format is incorrect or incomplete</li> <li>• Language is not appropriate to the intended audience.</li> </ul>	<b>Part C</b> <ul style="list-style-type: none"> <li>• Produces a document that is confusing and disjointed; makes grammatical errors that seriously affect the accuracy and readability of the document.</li> <li>• Makes no attempt to reproduce specified document format requested in the scenario.</li> </ul>	
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