



# CRITICAL THINKING & INFORMATION LITERACY ACROSS THE CURRICULUM

## Evaluation of Articles

Critical Thinking is "the careful, deliberate determination of whether we should accept, reject, or suspend judgment about a claim, and the degree of confidence with which we accept or reject it." (from Critical Thinking by Moore and Parker)

Choose an article that makes a scientific claim. Evaluate the quality of the article and use your evaluation as the basis for a reasonable judgment.

- Read the article
  - Fill out the evaluation form
  - Discuss your answers in your small group
  - Be prepared to discuss your evaluation of the article in the large group
1. Information on the article:
    - a. Author of article
    - b. Title of article
    - c. Title of magazine
    - d. Date of publication
    - e. Pages
    - f. Title of the source
    - g. Internet: URL (Web address)
  2. What is the main issue?
  3. What are the major concepts discussed in the article? Define them.
  4. What are two important facts presented in the article?
  5. Where could you verify the facts presented?
  6. What conclusion does the author (or article) reach about the main issue?
  7. What are the REASONS given for the conclusion of the article? Do the FACTS given support the reasons?
  8. In the article, are there clues as to the author's credentials to write on this topic?
  9. Has the author used neutral words or emotional words? Give examples.
  10. What is your judgment on the quality of this article based on your evaluation?  
Can you find any examples of bias or faulty reasoning?

Discussion questions-for the progress report

Name \_\_\_\_\_

1. What is interesting about the issue?
2. What are the controversial aspects of the issue?
3. Is your topic too narrow to too broad? How could you improve it?
4. Which articles support the position of individual rights?
5. Which support the position of community welfare?
6. Have you found articles in a variety of resources? (reference materials, newspaper, academic journals, popular journals, books, internet, etc.)

SEMINAR PROCESS EVALUATION Inter 150 Of Mice and Matter Seminar Topic:

Seminar Leaders:

Place an X along the continuum to indicate your perception of that scale.

1. Contribution of seminar to personal learning 1 2 3 4 5 6 7 8 9 10

Discussion did not aid my understanding and learning about seminar theme Discussion added a great deal to my understanding of seminar theme

2. Relevance of selected readings to seminar topic

1 2 3 4 5 6 7 8 9 10

Selected readings were limited in scope and relevance Selected readings were relevant and covered all aspects of the topic

3. Participation of group in seminar discussion

1 2 3 4 5 6 7 8 9 10

Few dominate, some passive, some not listening. Several talk at once, some not listened to, interruptions All are involved, all are listened to.

4. Personal involvement in discussion

1 2 3 4 5 6 7 8 9 10

Not involved at all, participation limited, not interested Totally involved, active participation interested in topic and discussion

5. Seminar activities 1 2 3 4 5 6 7 8 9 10 Aimless topic jumping, excursions into trivia, no direction from leaders Total occupation with working on discussion, leaders flexible and appropriate to discussion

6. Creative conflict

1 2 3 4 5 6 7 8 9 10

Group is uncomfortable with differences in thinking, either avoids conflict or focuses on attacking and judging Differences in thinking are seen as useful to explore. Conflict is focused on checking, correcting, and enlarging knowledge


Seminar leaders only answer the following questions.

Name: \_\_\_\_\_ 1. Overall rating of this seminar  
(1 is poor and 10 is outstanding)

1 2 3 4 5 6 7 8 9 10

2. If this seminar was not as successful as you would have liked, what could you have done to improve the outcome? (use the back of the page, if needed)

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Updated August 25, 2003