Critical Reading Emphasis Courses in General Education

Definition of Critical Reading:
Critical reading occurs when readers actively engage with a written, visual, or auditory text, going beyond its surface-level characteristics to identify and evaluate its deeper structural elements, such as purpose, tone, organization, and meaning. Those who read critically assume an objective point of view, and interact with a text by making annotations, posing questions, and forming their own opinions about what they've read.

Outcome: Students will adopt an unbiased approach to the act of reading, probing a variety of different texts to identify and explain their key elements and to uncover both the strengths and weaknesses in their deep structure.

General Education courses that have a critical reading emphasis should show that they explicitly teach the act of critically interacting with texts of different genres, styles, or authors to challenge students to grow as readers.

✓	Syllabus Requirements:
☐	Include at least one critical reading-specific CSLO
☐	Align CSLOs to ILO 5 – Critical Thinking and Reading
☐	Assign multiple texts including textbooks, works of fiction and non-fiction, news articles, research articles, social media posts, films, songs, visuals, or any other type of text
☐	Dedicate adequate class-time for reading instruction/discussion
☐	Measure reading comprehension through assessments such as critical responses, quizzes, tests, written summaries, group, class discussion etc.
☐	Incorporate reflection assignments showing personal growth through reading
☐	Assign at least 50% of the grade to critical reading
☐	In the approval process, submit at least one example of a reading assignment and how it will be assessed using the University Critical Reading Rubric

Examples of critical reading SLOs:
Students will:
- identify and distinguish among the thesis, central idea, supporting evidence, key elements, and relevant and irrelevant details
- apply new vocabulary and distinguish between subtle differences in meanings of words.
- distinguish between fact and opinion in various texts
- clarify facts, evidence, concepts, and other types of support for a position
- recognize, analyze, and synthesize organization of various content information,
- identify and analyze the structure of arguments
- analyze, interpret, criticize, and advocate ideas encountered in academic readings
- produce analytical, critical, and argumentative responses to academic readings
- apply metacognition strategies before, during, and after reading

Critical Reading Rubric
Adapted from South Carolina Community College

	Level 4	Level 3	Level 2	Level 1
Reads with Comprehension	• Recognizes central idea and distinguishes key points in relation to central idea • Recognizes relationships between central idea and supporting points with example or quotes from the text • Consistently follows the structure of a variety of texts to make predictions	• Recognizes central idea • Correctly identifies key points • Recognizes relationships between central idea and supporting points • Follows the structure of the text to make predictions	• Partially recognizes central idea • Partially identifies key points • Partially follows the structure of the text to make predictions	• Does not recognize central idea • Does not correctly identify key points • Does not follow the structure of the text to make predictions
Thinks critically about the text/reading	• Identifies and connects audience and purpose of text • Determines validity of source with confidence • Identifies presence and absence of evidence • Formulates questions about the reading beyond the text • Identifies strengths/weaknesses of different perspectives	• Identifies audience and purpose of the text • Determines validity of source • Identifies presence or absence of evidence • Formulates some questions about the reading • Identifies different perspectives	• Partially identifies audience and/or purpose of the text • Partially determines validity of source • Partially identifies presence/absence of evidence	• Does not identify audience or purpose of the text • Does not determine validity of source • Does not identify presence/absence of evidence
Applies knowledge gained from reading	• Critically evaluates the text in relation to prior knowledge/experience • Applies knowledge from reading to assignments or real-life situations and formulates new insights based on application of knowledge	• Connects text to prior knowledge/experience • Applies knowledge from reading to assignments or real-life situations	• Partially connects text to prior knowledge/experience • Partially/incorrectly applies knowledge from reading to assignments or real-life situations	• Does not connect text to prior knowledge/experience • Does not apply knowledge from reading to assignments or real-life situations