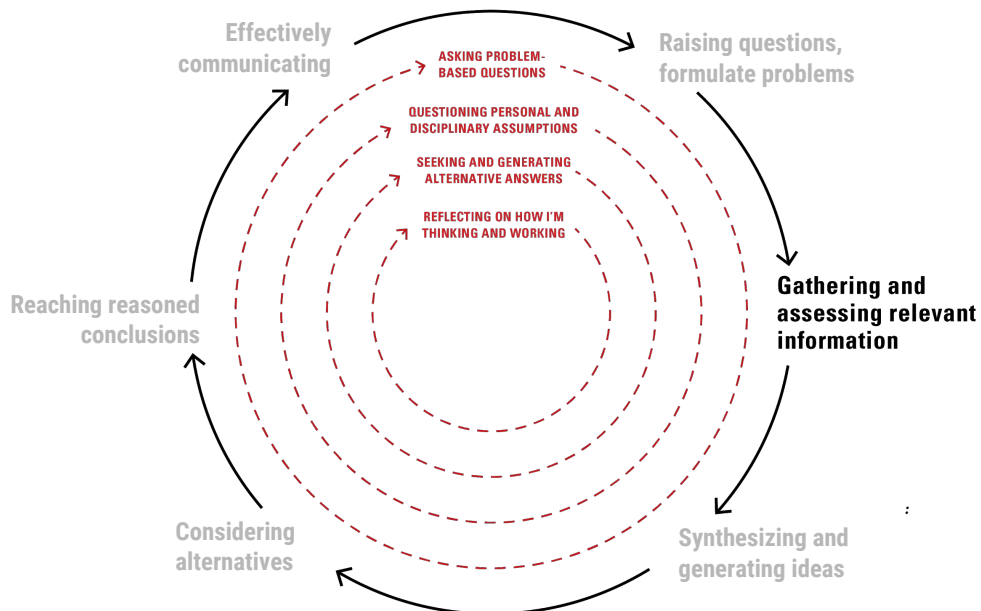


## Using the Intellectual Standards to Gather & Assess Relevant Information and Arguments

### Skills Practiced

- Raising questions and formulating problems.
- **Gathering and assessing relevant information.**
- Synthesizing and generating ideas.
- Considering alternatives.
- Reaching reasoned conclusions.
- Effectively communicating.
- Reflecting at each stage of the process.

## Skills Practiced



## Evaluating Primary Literature: BEFORE

### Overview

- Provide title, authors, and journal reference.
- An explicit statement of the purpose and focus of the current work.  
In other words, put the work in context and state what the authors are trying to prove, disprove, or find out.

### Results

For at least two experiments, summarize:

- What question was addressed?
- What was done (broadly, not specific protocol steps)?
- State the result obtained.

Decide in advance what experiments are best to cover. I suggest you read the Results section of the paper, referring to the Materials and Methods for details and clarification as you go along.

### Summary

- What did you learn?
- What do the authors state still needs to be done?
- Was the paper good or bad? Why?

## Evaluating Primary Literature: AFTER

- What was the overall question/problem addressed by this paper? Define the **scope** of the problem that was explored (**depth, breadth/perspective**)?
- Select one experiment detailed in the results section of the paper (usually each experiment has one or more figures associated with it), and summarize the following:
  - What question was addressed? Was it/why was it **significant** to the study?
  - What was done (broadly, not specific protocol steps)? Were the methods employed **appropriate** to address the problem/question?
  - State the result obtained and its **relevance** to the overall question addressed by the paper.
- Who is the intended audience for this article? Was this article written with a **level** for the intended audience?
- Did the conclusions follow **logically** from the data? Provide **Alternative explanations**.
- Did the authors consider **alternate conclusions** of the data? Provide an example. **Are there any interpretations that you thought about that the author did not consider?** **Question seeking and Divergent thinking**
- Given the findings of this work, does it lead you to any questions you would like to address with respect to the *P. larvae* phage we are studying in our research project? **List as many research questions as you can think of. Select one research question and provide a possible methodology to pursue (briefly). Explain why you selected the above research question from among your alternatives.**

## Quick Comparison

### Before Revising

For at least two experiments, summarize:

- What question was addressed?
- What was done (broadly, not specific protocol steps)?
- State the result obtained.

### After Revising

Select one experiment detailed in the results section of the paper (usually each experiment has one or more figures associated with it), and summarize the following:

- What question was addressed? Was it/why was it **significant** to the study?
- What was done (broadly, not specific protocol steps)? Were the methods employed **appropriate** to address the problem/question?
- State the result obtained and its **relevance** to the overall question addressed by the paper.

## Peer Evaluation Rubric (partial)

Depth	<p>3. The report explores complexities with appropriate depth.</p> <p>2. Some complexities are explored in the report, but it would benefit from deeper exploration.</p> <p>1. The report only scratches the surface.</p>
Breadth	<p>3. The scope of the report is appropriately broad and contains the important elements/experiments of the research.</p> <p>2. Some adjustment in narrowing or broadening the scope is needed.</p> <p>1. The scope is either much too narrow or much too broad (unfocused).</p>
Logic	<p>3. The conclusions stated follow logically from the data.</p> <p>2. The overall report makes sense, but there are some logical inconsistencies.</p> <p>1. The report has a significant or multiple logical flaws.</p>
Significance	<p>3. Student eloquently relates findings to the overall research question.</p> <p>2. Student appropriately relates a number of findings to the research question.</p> <p>1. Student relates a few of the findings back to the research question, and/or relationship is not fully clarified.</p>
Fairness	<p>3. Alternate points of view/interpretations are appropriately considered.</p> <p>2. Alternate interpretations are raised, but are given only partial consideration.</p> <p>1. Alternate interpretations are either not raised or discarded without consideration.</p>

**Overall recommendation:**

- Publish with no or minor revision
- Recommend for publication with moderate revision
- Not recommended for publication

Below, indicate an aspect of the paper that you thought was well-done and you learned from.

## Self-Reflection of Rhetorical Analysis of Film Trailer

1. Pick **three** Intellectual Standards of Critical and/or Creative Thinking that are exemplified in your Project 2 paper. Explain how each standard was used effectively, citing *specific* examples from your work.
2. What, in your opinion, was the **most important** Intellectual Standard that contributed to your paper's success? Explain.
3. Pick **at least one** Intellectual Standard that could've been more explicit or effective in your paper. Explain how you might approach or incorporate this particular standard in future assignments.

## Student Example

Pick **at least one** Intellectual Standard that could've been more explicit or effective in your paper. Explain how you might approach or incorporate this particular standard in future assignments.

*“**Fairness:** I never addressed any argument but my own in this paper and this means that I did not display much fairness in my paper. I think that if I had found some articles that criticized the trailer for Inception, I could have used their opinions versus my own and actually make my argument stronger. This is a strategy discussed in our book, They Say, I Say. For future assignments, I will make sure to look out for information that goes against my argument just as much as supporting evidence. That way, I can establish more of the ‘they say, I say’ conversations in my papers.”*