R group space

> *"By critical we mean the willingness to probe, to judge, to weigh evidence, to look for explanations, to trade a weak explanation for a stronger one – even to turn a strategy back on itself, looking at its limitations."* Kiniry and Rose

The LDC text structures are patterns of organization we use to shape our thinking, whether as writers or speakers, and to organize our thoughts about something. For example, students might receive a prompt asking them to define a concept. The word "define" should trigger a response in which students understand the charge as one in which they will construct a definition based on the text they are reading or other sources.

LDC writers employ text structures to structure LDC types of writing. For example, an informational/explanatory essay that defines and explains would order its content in at least four parts to provide the reader with sufficient information and explanation: an opening, a definition, an explanation, and closure. The combination of types of writing and text structure make expression possible in written products and clarify and organize thinking so that readers can follow along and anticipate the flow of ideas. The LDC Framework involves nine text structures used to design template tasks in combination with types of writing.

Definition: a process of defining and explaining the explicit and implicit meanings of a concept, topic or idea.

Description: a process of providing details that illustrate a character, place or event.

Procedural-Sequential: a process of relating chronological or sequential events in some order.

Synthesis: a process of relating or integrating elements of an idea, concept or topic.

Analysis: a process of breaking down elements of an idea, topic, concept, issue.

Comparison: a process of comparing or contrasting elements.

Evaluation: a process of providing a judgment about something based on a set of principles. or criteria; critiquing; recommending.

Problem-Solution: a process of examining a problem and proposing a solution(s).

Cause-Effect: a process of identifying a cause for an event or condition and examining the effect(s).

Resources:

http://www.stanford.edu/~arnetha/expowrite/info.html

http://www.yorku.ca/yulearn/universityskills/Presentation_CriticalThinking2.pdf

Rose, Mike and Malcolm Kiniry. (1998) Critical Strategies for Academic Thinking and Writing, Third Edition. Boston, M: Bedford Books.