

## **Relationships Between Writing and Critical Thinking, and Their Significance for Curriculum and Pedagogy**

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This article begins by considering how students, especially first-year students, understand higher education and its demands for critical thinking and writing: as places and cultures very different from their high schools and yet completely homogenous as institutions. Given this context, the article considers three models of critical thinking—those offered by Washington State University, the Association of American Colleges and Universities, and the University of Minnesota Writing-Enriched Curriculum (WEC) program—and ways they support teaching and learning. In addition, drawing on the Minnesota WEC program, this review points to differentiating features of disciplines as well as to features of writing and thinking crossing disciplines. This review thus will, it is hoped, help faculty work with students to understand that college is heterogeneous and to identify both likeness and difference across its cultures.

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