

A Praxis of Entry: First-Year Writing as *the* Critical Thinking Course

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This essay challenges the primarily cognitivist understandings of critical thinking widely accepted in curricular uses of the concept. It argues, by contrast, for a language-based understanding of critical thinking as “disciplinarity.” It then shows how first-year writing, given its charge to prepare students for entry into the disciplines, is uniquely equipped to serve as *the* critical thinking course in the university.