

Assessing Perceptions of Critical Writing Across a Career-Focused Campus

Justin Nicholes and Alison Lukowski

University of Wisconsin–Stout

Responding in part to Yancey’s argument that general-education writing coursework focus on critical thinking (CT) across disciplines, we surveyed 61 faculty members at one university to capture perceptions of an advanced-writing class, Critical Writing. After considering a definition of CT provided to unify understanding, faculty reported valuing CT performed by the critical evaluation and use of credible secondary sources, recommended that instructors teach the research report and research proposal, indicated that the mere presentation of a common definition of CT was valuable, and reported that completing the survey clarified the English department’s role in supporting CT across campus. Implications for sustainable and meaningful CT instruction and assessment are presented.

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