

University of Louisville  
Ideas to Action  
Analyzing the Logic of a Course\*

1. **QUESTIONS:** What is the central course question(s) students will grapple with in this course?
2. **PURPOSE:** What is the main purpose of having students grapple with this question?
3. **INFORMATION:** What sorts of information or data will students gather? How do they go about gathering information in ways that are distinctive to the course or the discipline?
4. **CONCEPTS:** What are the most central ideas, concepts or theories they will be using in this course to grapple with that central question?
5. **INTERPRETATION & INFERENCES:** What types of inferences, interpretations, and judgments will students need to make in answering this question? (Judgments about...)
6. **ASSUMPTIONS:** What are the assumptions I take for granted or assume about answer this question, or about this course generally? Is this clear to students?
7. **POINT OF VIEW:** What viewpoints or perspectives will need to be considered in order to fully consider this central course question?
8. **IMPLICATIONS & CONSEQUENCES:** What implications follow from exploring this question? What are the critical thinking consequences when students work with through this question?

Found on page 34 in the following book:

\*Elder, L., & Paul, R. (2007). *The thinker's guide to analytic thinking: How to take apart and what to look for when you do*. Dillon Beach, CA: Foundation for Critical Thinking.