

HTY 110HA Critical Thinking Essay

First, follow the links to read the articles below; you will need your Saint Leo portal logon information.

CQ Researcher Report, "Immigration," 2013

http://library.cqpress.com.saintleo.idm.oclc.org/cqresearcher/document.php?id=cqr_ht_immigration_2013&type=hitlist&num=2#.UIL25F0Gokg.email

"The American Dream?" by: Barbara D. Krasner.; Cobblestone, May/Jun2013, Vol. 34 Issue 5, p. 36, 4p.

<http://saintleo.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=87464729&site=ehost-live&scope=site>

Then you will write and submit a 2-3-page essay (double-spaced, 12-point font) in MLA format addressing the following:

Should there be a legal path to citizenship for the undocumented children of illegal immigrants? Why or why not? If you were charged with proposing a solution to this dilemma, what do you think would be the best and most fair way to address this problem? Be sure to provide a detailed step-by-step proposal. How does your proposal relate to the Saint Leo core values of community and personal development?

Submit this assignment to the Assignment box **no later than Sunday 11:59PM EST/EDT**. (This Dropbox basket is linked to Turnitin.)

See the rubric on the next page for grading criteria.

Rubric for Critical Thinking Essay “Citizenship”

Levels correspond roughly to letter grades.

4 = A

3 = B

2 = C or high D

1 = Low D or F

Level	Criteria
4	<ul style="list-style-type: none"> • Sophisticated thought process – Excellent evidence of critical thinking skills. • Persuasive analysis of the topic, addressing all parts of the topic; analysis demonstrates thorough understanding of all sides of a question. • Outstanding grasp of general historical issues raised by topic. • Numerous, effective, relevant, and specific examples. • Extremely well organized. • Well written in appropriate standard English; few grammatical errors or colloquialisms.
3	<ul style="list-style-type: none"> • Good thought process – some evidence of critical thinking skills • Good analysis of the topic, addressing most parts of the topic; analysis demonstrates understanding of all sides of a question, though may be unevenly developed. • Good grasp of general historical issues raised by topic. • Several specific examples. • Well organized. • Clearly written in appropriate standard English; some grammatical errors or colloquialisms.
2	<ul style="list-style-type: none"> • Thought process not entirely clear – little evidence of critical thinking skills • Analysis of the topic, addressing most parts of the topic; analysis adequate but unevenly developed. • Some grasp of general historical issues raised by topic, though some significant issues may be omitted. • Some specific examples but some clearly relevant examples omitted. • Organization may be somewhat unclear. • Understandable, but contains several grammatical errors or colloquialisms.
1	<ul style="list-style-type: none"> • No discernible thought process or serious misunderstanding of the topic – no evidence of critical thinking skills. • Descriptive rather than analytical; marginally related to the topic; significant logical gaps. • Little grasp of general historical issues raised by topic. • Few and/or irrelevant specific examples. • Poorly organized. • Consistent pattern of grammatical errors and/or inappropriate colloquialisms.