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


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

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<th>Level</th>
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| 4     | • 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     | • 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     | • 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     | • 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. |