

**KNOWLEDGE**-of facts, terms, definitions, concepts, theories, ideas,  
relationship between theory and action

- Know ideas presented in article
- Can explain ideas in your own words

-effectively explain main components of article (summary)

**THINKING** - formulating questions, organizing information, generating ideas, gathering and organizing information, analysing, detecting points of view and bias, interpreting, evaluating, synthesizing, forming conclusions, critiquing, reviewing

- Form criticisms of work OR
- Praise or Praise
- Explain criticisms thoroughly
- Suggest alternatives/addition
- Level 2 = feeling; Level 4 = critiquing purpose of work
- Structure of writing organized → FORMAT (R.P.P.E) → Summary, critique, closing
- understand author's BIAS
- ASK good questions

**COMMUNICATION** - for different audiences and purposes in written forms, use of conventions (i.e. research conventions, documentation conventions, communication conventions), vocabulary and terminology of the discipline

- Good writer's voice
  - ↳ professional yet personal ("I" ok)
- Spelling + grammar
- appropriate tone/audience
- Use of quotes
- Proper citing (APA)
- References (APA)

According to Campbell (2013),  
"no one cares about  
Ukraine" (p.1),  
Some scholars have  
claimed that "no one cares about  
Ukraine" (Campbell, 2013, p.1).

**APPLICATION**-of knowledge and skills in familiar contexts; transfer of knowledge and skills to new contexts (e.g. other subjects, experiences in the family, community, society; using theory to understand personal experiences); making connections between contexts (e.g. past, present, future)

- Make connections that are relatable or clear
- Short & concise

Connection might:

→ point out flaw in article

→ Show how ideas can be applied / why (or why not) they are relevant

- Connection helps prove whether argument is sound or not