Verbatim excerpt taken from the following source:

Jost, Kenneth. “Remembering 9/11.” CQ Researcher 2 Sept. 2011: 322. [MLA]

FYI:

Jost, K. (2011, September 2). Remembering 9/11. *CQ Researcher*, 9, 322. [APA]

Jost, Kenneth. “Remembering 9/11.” *CQ Researcher*, September 2, 2011, 322. [Chicago]

*Excerpt:*

*“There’s nothing new about teaching thinking skills. In fact, some modern ideas about it echo the ancients. Nevertheless, through most of history, cognitive education was considered suitable only for the social elite. Only in the last few decades, as cognitive-science research has revealed more about the workings of the brain, has a chorus of voices recommended critical-thinking education for all.*

*“The Greek philosopher Socrates is considered the earliest known teacher of thinking. In the sixth century B.C., Socrates described himself as a midwife who had little knowledge of his own but used strategic questioning to help birth others’ ideas. ‘The reproach…is often made against me, that I ask questions of others and have not the wit to answer them myself,’ he said.*

*“Socrates’ use of questions to prod Athen’s young elite into thinking critically still inspires educators” (Jost, 322).*

As the researcher, I know that I like this excerpt and I like how Mr. Jost has crafted it. It resonates with me and helps me understand the big idea presented in his research about critical thinking. I would like to discuss his overall idea, but I do not really see a need to quote any particular part of it because I do not see any factual information to support any of my main arguments. However, I do want to use this idea to perhaps introduce MY reader to the importance I see in practicing thinking skills. So, what do I do?

1. I read it through two or three times to see if I have the gist of the passage. As I read through, I take notes (either mentally or physically) on the main ideas.
   1. Teaching thinking skills is not something that was recently invented.
   2. Ancient teachers also taught thinking skills.
   3. Teaching thinking skills was only offered to the wealthy.
   4. Recent decades have had scientific research support the idea of teaching critical thinking.
   5. If teaching critical thinking is good, it should be good for everyone.
   6. In Greece, Socrates was the earliest philosopher to teach his students to think.
   7. He taught this through the skill of questioning even though he was criticized for it.
   8. There must have been something to his methods because today’s teachers still use this approach to thinking.
2. Now, I double check my ideas – are there any that have a large percentage of verbatim words? If so, then I realize that maybe I needed to use it as a quote after all. If not, I am good to use it as a paraphrase. So, what do I notice?
   1. I have some words that are taken directly from the passage. In my humble opinion, these words are necessary vocabulary to make the main idea understandable to my reader.
   2. As I check the highlighted words, I realize that I have mainly words or very short phrases highlighted. There is no “full thought” highlighted – only snippets. In addition to that, the snippets are sporadic. Most of the time, there are words and other ideas in between the different highlights. In fact, two sentences that have been paraphrased do not have any highlighted words at all. I feel comfortable with this.
3. I have checked my ideas and I am now ready to write my paraphrase. I look over my notes and begin writing.

Instructors presenting lessons on thinking skills is not something recently invented; teachers from early centuries also taught them. However, at that time, thinking skills was only offered to the wealthy. With scientific research supporting the idea of teaching critical thinking in recent decades, it is clear that it should be offered to everyone. One of the early philosophers in Greece, Socrates, taught his students to think through the skill of questioning even though he was criticized for it. There must have been something to his methods, though, because today’s instructors still use this approach to thinking (Jost, 322).

1. Now that I have written the paraphrase, I MAKE SURE that I give proper citation. Even though I do not have any direct quotes, it is still clear that this is an idea I gained from reading someone else’s work. I must ethically give them credit for their published work.
2. My next step is to see how I can now show my own thinking and ideas based on what I have learned from this research. I might add something like this:

I appreciate Mr. Jost’s information about the teaching of thinking skills. There are many in the education world today who believe content is the only responsibility of an instructor. However, to present content without the experience of thinking deeply about it and articulating that thinking puts students at a disadvantage when they continue their post high school studies or career skills acquisition. They must be able to problem solve, apply both old and new learning to a situation, and be able to speak about their ideas with others. To concentrate on content only would be a disservice to the student, and in my opinion, to society. Weaving the instruction of thinking skills in with content is imperative in order to create a thoughtful consumer of knowledge.