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SKU: 9780133909661-TEST-BANK

Chapter 2: Critical Thinking Mindset and Skills

Multiple Choice Questions

1. A person who believes that critical thinking skills offer the greatest promise for reaching good judgments is likely to agree that _____.

(a) winning arguments is more important than making intelligent decisions
(b) no matter how complex a problem might be, there is a simple solution
(c) the best jobs are the ones in which a supervisor gives precise directions
(d) it is better to make important or risky decisions after carefully thinking them through

Answer: d

Question Title: TB_02_01 Positive Critical Thinking Habits of Mind, Analyze, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Analyze It
Difficulty Level: 2–Easy

2. Which individual exhibits a weak disposition toward critical thinking?

(a) a person who prefers jobs in which he is permitted to think through problems and make decisions
(b) a person who holds stubbornly to their preconceptions even when the facts show otherwise
(c) a person who gives his or her best while trying to solve difficult problems he encounters at work
(d) a person who takes the initiative to anticipate potential workplace problems

Answer: b

Question Title: TB_02_02 Positive Critical Thinking Habits of Mind, Apply, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Apply What You Know
Difficulty Level: 1–Easy

3. Which of the following best describes the critical thinking habit of open-mindedness?

(a) tolerance of divergent views and sensitivity to the possibility of bias
(b) intellectual integrity and a desire to seek the best possible knowledge in any given situation
(c) the consistent endeavor to take an organized approach to identifying and resolving problems

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(d) the realization that some problems are ill structured and may have more than one plausible solution

Answer: a

Question Title: TB_02_03 Positive Critical Thinking Habits of Mind, Remember, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

4. Sophia asks probing questions, is interested in a variety of topics, and strives to learn more every day. Given this information, which positive critical thinking habit of mind does Sophia exhibit?

(a) open-mindedness
(b) inquisitiveness
(c) confidence in reasoning
(d) judiciousness

Answer: b

Question Title: TB_02_04 Positive Critical Thinking Habits of Mind, Apply, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Apply What You Know
Difficulty Level: 2–Moderate

5. What can one learn by using the Critical Thinking Disposition Self-Rating Form?

(a) whether one is better at critical thinking today than others
(b) the strength of one's critical thinking skills
(c) a rough estimate of one's current overall attitude toward critical thinking
(d) evaluations of each person's critical thinking habits of mind

Answer: c

Question Title: TB_02_05 Positive Critical Thinking Habits of Mind, Understand, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

6. A person is most likely averse to critical thinking when he or she _____.

(a) approaches a challenging problem with confidence that he or she can think it through
(b) tries to think ahead and anticipate the consequences of various options
(c) reads widely and follows news reports just to learn new things
(d) makes snap judgments about problems without first thinking about how best to approach them

Answer: d

Question Title: TB_02_06 Positive Critical Thinking Habits of Mind, Analyze, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Analyze It
Difficulty Level: 2–Moderate

7. When strong critical thinkers are taking into consideration the relevant ideas, definitions, and theories, they are attending to which of the following?

(a) methods
(b) criteria
(c) evidence
(d) conceptualizations
(e) questions

Answer: d

Question Title: TB_02_07 Core Critical Thinking Skills, Remember, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

8. Which behavior can be regarded as evidence of engaging one's critical thinking skills?

(a) relying on others to solve problems
(b) following a predictable daily routine
(c) asking probing questions
(d) reacting to provocations
(e) jumping to conclusions

Answer: c

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Question Title: TB_02_08 Core Critical Thinking Skills, Remember, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

9. Questions such as "What does this evidence imply?" and "What additional information do we need to resolve this question?" engage the critical thinking skill of _____.

(a) interpretation
(b) explanation
(c) self-regulation
(d) inference

Answer: d

Question Title: TB_02_09 Core Critical Thinking Skills, Understand, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

10. A social scientist conducts research on two ethnic groups and comes to the conclusion that there are more similarities than differences between the two groups. When asked to present these findings to other scientists they ask about the reasons and evidence used to reach that conclusion. To respond to this question the social scientist will be primarily using which critical thinking skill?

(a) inference
(b) explanation
(c) self-regulation
(d) interpretation

Answer: b

Question Title: TB_02_10 Core Critical Thinking Skills, Apply, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Apply What You Know
Difficulty Level: 2–Moderate

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11. Assessing the credibility of claims and the quality of arguments primarily engage which critical thinking skill?

(a) evaluation
(b) interpretation
(c) self-regulation
(d) explanation
(e) analysis

Answer: a

Question Title: TB_02_11 Core Critical Thinking Skills, Remember, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

12. The process of checking and, if needed, correcting one's reasoning primarily engages which the following core critical thinking skills?

(a) inference
(b) interpretation
(c) self-regulation
(d) explanation
(e) analysis

Answer: c

Question Title: TB_02_12 Core Critical Thinking Skills, Understand, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

13. Which of the following best describes the role of a sphere metaphor in representing the relationships among the core critical thinking skills?

(a) A sphere depicts a linear sequence as if the critical thinking skills fired in a particular order.
(b) A sphere reminds us that each critical thinking skill can be applied to results of any other skill.
(c) The sphere suggests that we can model human reasoning based on how computers solve problems.
(d) The sphere reminds us that we cannot see or correct any reasoning mistakes we might be making.

Answer: b

Question Title: TB_02_13 Core Critical Thinking Skills, Understand, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

14. People who strive to engage correctly in critical thinking will do which of the following?
    (a) Seek more for themselves and less for everybody else.
    (b) Display negative critical thinking habits of mind.
    (c) Display strong critical thinking skills.
    (d) Endeavor to monitor and to correct their own thinking.
    (e) Live an ethical life

Answer: d

Question Title: TB_02_14 Core Critical Thinking Skills, Understand, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

15. To take an organized approach to developing your critical thinking, which group of chapters would you consult in order to learn about the strengths and weaknesses of the three most fundamental forms of human reasoning—comparative, ideological, and empirical?
    (a) Chapters 3, 10, and 11
    (b) Chapters 4, 5, and 6
    (c) Chapters 7, 8, and 9
    (d) Chapters 12, 13, and 14
    (e) Chapters 15 through 19

Answer: d

Question Title: TB_02_15 Looking Ahead, Remember, LO 2.3
Topic: Looking Ahead
Learning Objective: 2.3 As a study aid, outline the organization of this book focusing on which skills or parts of the critical thinking process are emphasized in each chapter. Describe how you anticipate

applying those skills, including the art of asking good questions, to the other courses you are taking now or expect to be taking soon.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

16. To take an organized approach to developing your critical thinking, which chapters would you consult to learn how critical thinking is related to problem solving and human decision making?

(a) Chapters 3, 10, and 11
(b) Chapters 4, 5, and 6
(c) Chapters 7, 8, and 9
(d) Chapters 12, 13, and 14
(e) Chapters 15 through 19

Answer: a

Question Title: TB_02_16 Looking Ahead, Analyze, LO 2.3
Topic: Looking Ahead
Learning Objective: 2.3 As a study aid, outline the organization of this book focusing on which skills or parts of the critical thinking process are emphasized in each chapter. Describe how you anticipate applying those skills, including the art of asking good questions, to the other courses you are taking now or expect to be taking soon.
Skill Level: Analyze It
Difficulty Level: 2–Moderate

Short Answer Questions

17. What does it mean to be "positively disposed" toward critical thinking?

Answer: A person with a strong disposition toward critical thinking has the consistent internal motivation to engage problems and make decisions by using his or her critical thinking skills. Operationally this means three things: The person consistently values critical thinking, believes that using critical thinking skills offers the greatest promise for reaching good judgments, and intends to approach problems and decisions by applying critical thinking skills as best as he or she can. This combination of values, beliefs, and intentions forms the habits of mind that dispose the person toward critical thinking.

Question Title: TB_02_17 Positive Critical Thinking Habits of Mind, Remember, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

18. Describe the characteristics of a person who is truth-seeking.

Answer: A person who is truth-seeking has intellectual integrity and a courageous desire to actively strive for the best possible knowledge in any given situation. A truth-seeker asks probing questions and follows reasons and evidence wherever they lead, even if the results go against his or her cherished beliefs.

Question Title: TB_02_18 Positive Critical Thinking Habits of Mind, Understand, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Understand the Concepts
Difficulty Level: 1–Easy

19. Why do we use the word *strong*, instead of the word *good*, as a positive way of describing the quality of one's critical thinking? Use an example to support your position.
Answer: The word *strong* is used to praise a person's critical thinking process without necessarily agreeing with the person's conclusion or making any judgment about the person's ethics. The word *good* is ambiguous in a problematic way because "good critical thinker" could mean "person who thinks well" or "person who is acting ethically." For example, a person can be adept at developing cogent arguments and adroit at finding the flaws in other people's reasoning, but that same person can use these skills unethically to mislead and exploit a gullible person, perpetrate a fraud, or deliberately confuse, confound, and frustrate a project.

Question Title: TB_02_19 Positive Critical Thinking Habits of Mind, Analyze, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Analyze It
Difficulty Level: 3–Difficult

20. Identify and describe four steps that one can take to cultivate a positive critical thinking mindset.

Answer:

- Value Critical Thinking: If we value critical thinking, we desire to be ever more truth-seeking, open-minded, mindful of consequences, systematic, inquisitive, confident in our critical thinking, and mature in our judgment. We will expect to manifest that desire in what we do and in what we say. We will seek to improve our critical thinking skills.
- Take Stock: It is always good to know where we are in our journey. The "Critical Thinking Disposition Self-Rating Form" will give us a rough idea. If we have general positive critical thinking habits of mind, that should show up in the score we give ourselves using this self-rating form.
- Be Alert for Opportunities: Each day we should be alert for opportunities to make decisions and solve problems reflectively. Rather than just reacting, take some time each day to be as reflective and thoughtful as possible in addressing at least one of the many problems or decisions of the day.

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• Forgive and Persist: Forgive yourself if you happen to backslide. Pick yourself up and get right back on the path. These are ideals we are striving to achieve. We each need discipline, determination, and persistence. There will be missteps along the way, but do not let them deter you. Working with a friend, mentor, or role model might make it easier to be successful, but it is really about what you want for your own thinking process.

Question Title: TB_02_20 Positive Critical Thinking Habits of Mind, Understand, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

21. Explain why approaching problems with a positive critical thinking disposition may not always produce the exact result desired.

Answer: In real life our skills may or may not be strong enough, and our knowledge may or may not be adequate to the task at hand. The problem may or may not be too difficult for us. Forces beyond our control may determine the actual outcome. None of that cancels out the positive critical thinking habits of mind with which strong critical thinkers strive to approach the problems life sends their way.

Question Title: TB_02_21 Positive Critical Thinking Habits of Mind, Analyze, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Analyze It
Difficulty Level: 3–Difficult

22. Describe the characteristics of a person disposed toward being analytical.

Answer: A person who is analytical is habitually alert to potential problems and vigilant in anticipating consequences and trying to foresee short-term and long-term outcomes of events, decisions, and actions. Another word to describe this habit of mind might be *foresightful*.

Question Title: TB_02_22 Positive Critical Thinking Habits of Mind, Remember, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

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23. Ben and Steve receive an essay assignment in their college course. Ben is eager to learn the material and willing to do careful research so he can put together a well-organized essay that presents cogent arguments for the perspective he hopes to discover as he learns more about the issues involved. Steve plans to wait until the night before the essay is due and then to cut and paste from whatever he can find on the Internet until he compiles enough pages to meet the professor's stated minimum. Which of the two students appears to be more disposed toward critical thinking? Explain why.

Answer: Ben appears to be the stronger critical thinker because he exhibits inquisitiveness and wants to take a systematic approach to the learning challenge of writing an informed and cogent essay. Ben appears ready to ask good questions, probe deeply for the truth, and to inquire fully into the issues relating to the topic of the essay. Steve seems willing to do only the minimum necessary to fulfill the assignment, but without any desire to engage the issues or use the assignment to gain new knowledge.

Question Title: TB_02_23 Positive Critical Thinking Habits of Mind, Apply, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Apply What You Know
Difficulty Level: 2–Moderate

24. Marie has to choose between two jobs. The first job would give her the freedom to organize her own work schedule and to make her own decisions about how to handle workplace problems. The second job involves working for a boss who describes herself as a micromanager who expects that Marie will follow detailed instructions to the letter. Not wanting to put in the effort required to organize her own workdays and lacking confidence in her own capacity to reason through workplace problems, Marie chooses the second job. Is Marie displaying a positive disposition toward critical thinking or not? Explain.

Answer: People with a weak or negative critical thinking disposition are apt to be impulsive, reactive, muddle-headed, disorganized, overly simplistic, spotty about getting relevant information, likely to apply unreasonable criteria, easily distracted, ready to give up at the least hint of difficulty, intent on a solution that is more detailed than is possible, mistrustful of reason, or too readily satisfied with some uselessly vague response. Marie does not have all those characteristics, but we do know that she is mistrustful of reason and not willing to put forth the effort to organize her own work effort. So, no, she is not displaying a positive critical thinking disposition.

Question Title: TB_02_24 Positive Critical Thinking Habits of Mind, Apply, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Apply What You Know
Difficulty Level: 2–Moderate

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25. Carlos is a manager of a company. He tries to spot problems before they happen. He looks for ways to make the company more efficient. He anticipates the possible consequences of different options. And he is always alert for ways to do things differently if the changes will benefit the company. Given this information, describe the positive critical thinking habit of mind that Carlos possesses.

Answer: Carlos is analytical. An analytical person is habitually alert to potential problems and vigilant in anticipating consequences and trying to foresee short-term and long-term outcomes of events, decisions, and actions. Another word to describe this habit of mind might be *foresightful*.

Question Title: TB_02_25 Positive Critical Thinking Habits of Mind, Apply, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Apply What You Know
Difficulty Level: 2–Moderate

26. Define the critical thinking skill of interpretation, and identify the subskills associated with it.

Answer: The critical thinking skill of interpretation involves comprehending and expressing the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. The subskills associated with interpretation are categorizing, decoding significance, and clarifying meaning.

Question Title: TB_02_26 Core Critical Thinking Skills, Remember, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

27. How does the asking of good questions can engage critical thinking skills?

Answer: Asking good questions is a highly effective way to gather important information about a topic, to probe unspoken assumptions, to clarify issues, and to explore options. Asking good questions promotes strong problem solving and decision making, particularly when we encounter unfamiliar issues or significant problems.

Question Title: TB_02_27 Core Critical Thinking Skills, Understand, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Understand the Concepts

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Difficulty Level: 2–Moderate

28. Why are the six core critical thinking skills not presented as a numbered list?

Answer: Critical thinking is the process of reflective judgment that uses skills but is not equivalent to a simple linear set of skills. We use the skills in concert with one another to form the judgment about what to believe or what to do. Critical thinking has certain important features in common with looking for an address while driving on a busy and unfamiliar street. The key similarity to notice here is that critical thinking requires using all the skills in concert, emphasizing one or the other or multiple skills at the same time, depending on the ever changing situation. It would be an unfortunate, crude, and misleading oversimplification to reduce critical thinking to a rote list of skills, like the steps in the recipe on the lid of dehydrated soup: first analyze, then infer, then explain, then close the lid, and wait five minutes.

Question Title: TB_02_28 Core Critical Thinking Skills, Apply, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Apply What You Know
Difficulty Level: 2–Moderate

29. In the process of reasoning to a reflective judgment about what to believe or what to do, what aspects of the problem or issue at hand should strong critical thinkers consider?

Answer:

- Evidence (significant facts, experiences, statements)
- Conceptualizations (formative ideas, theories, ways of seeing the world)
- Methods (applicable strategies, techniques, approaches)
- Criteria (relevant standards, benchmarks, expectations)
- Context (differences in situations, conditions, circumstances)

Question Title: TB_02_29 Core Critical Thinking Skills, Remember, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2: Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Remember the Facts
Difficulty Level: 2–Moderate

30. In addressing real-world issues, for example, fracking under residential real estate, explain how you would apply the core critical thinking skills. Discuss the problem you have selected, and present the questions you would ask in the course of applying those skills.

Answer: Taking the example of fracking under residential real estate, as a strong critical thinker, one would first want to know more about this petroleum extraction method. Questions such as “What is known about the environmental risks of the chemicals involved in the fracking processes?” or “What exactly is involved in establishing a new drill site in my community?” can be asked to promote interpretation. Questions such as “What are the statistics on the frequency and severity of the accidents and safety violations associated with shale gas drilling?” can be asked to promote inference. Perhaps questions such as “If our community were to permit fracking, what would be the economic impact of that decision, and for whom, and how long would we have to wait before seeing those benefits?” can be asked to promote evaluation. Or “Do my past statements in support of alternative energy policies, or my financial interests in residential real estate, or my fears for the health and safety of myself and my family bias my review of the information about shale gas drilling?” can be asked to exercise our judiciousness habit of mind and our self-regulation skills.

Question Title: TB_02_30 Core Critical Thinking Skills, Analyze, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Analyze It
Difficulty Level: 3–Difficult

31. Describe the core thinking skill of self-regulation, and list the subskills associated with it.

Answer: The critical thinking skill of self-regulation involves monitoring one’s cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one’s own inferential judgments with a view toward questioning, confirming, validating, or correcting either one’s reasoning or one’s results. The subskills associated with self-regulation are self-monitoring and self-correcting.

Question Title: TB_02_31 Core Critical Thinking Skills, Remember, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

32. Explain how critical thinking skills work in combination with one another.

Answer: Critical thinking is not the set of skills, but rather it is using those skills in the process of making a reflective, purposeful judgment. The intricate interaction of critical thinking skills in real-life problem solving and decision making may begin with an analysis, an interpretation, an inference, or an evaluation. Then, using self-regulation, we may go back and check ourselves for accuracy. On other occasions, we may first draw an inference based on an interpretation and then evaluate our own inference. We may be

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explaining our reasoning to someone and realize, because we are monitoring our own thinking, that our reasoning is not adequate. This may lead us to recheck our analyses or our inferences to see where we may need to refine our thinking.

Question Title: TB_02_32 Core Critical Thinking Skills, Understand, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

33. Why are strong critical thinking skills needed to resolve conflict among human beings?

Answer: In the potential divergence of various beliefs and values, our reliance on ideological, comparative, empirical ways of reasoning often creates as many conflicts within our own minds as between ourselves and other people. Given how we human beings think, it is clear that strong critical thinking skills and habits of mind are needed if we are to negotiate livable paths not just to our own individual well-being but to the truth about how our universe works, to mutual respect, and to harmony in the world community.

Question Title: TB_02_33 Looking Ahead, Analyze, LO 2.3
Topic: Looking Ahead
Learning Objective: 2.3 As a study aid, outline the organization of this book focusing on which skills or parts of the critical thinking process are emphasized in each chapter. Describe how you anticipate applying those skills, including the art of asking good questions, to the other courses you are taking now or expect to be taking soon.
Skill Level: Analyze It
Difficulty Level: 2–Moderate

True or False Questions

34. A person with a strong critical thinking disposition is unwilling to engage in reasoning, quick to make snap judgments, and happy with simplistic analyses and incomplete explanations.

Answer: False

Question Title: TB_02_34 Positive Critical Thinking Habits of Mind, Remember, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

35. If a person is a strong critical thinker, then he must also be an ethical person.

Answer: False

Question Title: TB_02_35 Positive Critical Thinking Habits of Mind, Analyze, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Analyze It
Difficulty Level: 3–Moderate

36. Critical thinking requires the use of skills in a specific step-by-step sequence.

Answer: False

Question Title: TB_02_36 Core Critical Thinking Skills, Understand, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

Fill in the Blank Questions

37. The combination of values, beliefs, and intentions forms the _____ that dispose a person toward critical thinking.

Answer: habits of mind/mental disciplines/thinking mindset

Question Title: TB_02_37 Positive Critical Thinking Habits of Mind, Remember, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Remember the Facts
Difficulty Level: 1–Easy

38. Two people discussing religion discover that one of them is an atheist while the other is deeply religious. They both show tolerance for each other, and an understanding that they have an honest disagreement. They are both displaying which critical thinking habit of mind?

Answer: open-mindedness

Question Title: TB_02_38 Positive Critical Thinking Habits of Mind, Apply, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Apply What You Know
Difficulty Level: 2–Moderate

39. A _____ person has the cognitive maturity to realize that many questions and issues are not black and white and that, at times, judgments must be made in contexts of uncertainty.

Answer: judicious

Question Title: TB_02_39 Positive Critical Thinking Habits of Mind, Understand, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Understand the Concepts
Difficulty Level: 2–Moderate

40. Each critical thinking skill can be applied to the others. In this way, the core critical thinking skills can be said to _____.

Answer: interact

Question Title: TB_02_40 Core Critical Thinking Skills, Analyze, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Analyze It
Difficulty Level: 3–Moderate

Essay Questions

41. What are the differences between a strong disposition toward critical thinking and a weak disposition toward critical thinking?

Answer: A person with a strong disposition toward critical thinking has the consistent internal motivation to engage problems and make decisions by using critical thinking. Operationally this means three things: The person consistently values critical thinking, believes that using critical thinking skills offers the greatest promise for reaching good judgments, and intends to approach problems and decisions by applying critical thinking skills as best as he or she can. This combination of values, beliefs, and intentions forms the habits of mind that dispose the person toward critical thinking.

Someone strongly disposed toward critical thinking would probably agree with the following statements:

- "I hate talk shows where people shout their opinions but never give any reasons at all."
- "Figuring out what people really mean by what they say is important to me."
- "I always do better in jobs where I'm expected to think things out for myself."

Persons who display a strong positive disposition toward critical thinking are described in the literature as "having a critical spirit," or as people who are "mindful," "reflective," and "meta-cognitive."

A person with weak critical thinking dispositions might disagree with the previous statements and be more likely to agree with these:

- "I prefer jobs where the supervisor says exactly what to do and exactly how to do it."
- "No matter how complex the problem, you can bet there will be a simple solution."
- "I don't waste time looking things up."

When it comes to approaching specific questions, issues, decisions or problems, people with a weak or negative critical thinking disposition are apt to be impulsive, reactive, muddle-headed, disorganized, overly simplistic, spotty about getting relevant information, likely to apply unreasonable criteria, easily distracted, ready to give up at the least hint of difficulty, intent on a solution that is more detailed than is possible, or too readily satisfied with some uselessly vague response.

Question Title: TB_02_41 Positive Critical Thinking Habits of Mind, Analyze, LO 2.1
Topic: Positive Critical Thinking Habits of Mind
Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Analyze It
Difficulty Level: 3–Difficult

42. Having the mindset that disposes us to engage our thinking skills as best as we can is the "eager" part of the phrase "skilled and eager to think." Describe this eagerness in terms of the positive disposition toward critical thinking.

Answer: A person with a positive disposition toward critical thinking has the consistent internal motivation to engage problems and make decisions by using critical thinking. Operationally this means three things: The person consistently values critical thinking, believes that using critical thinking skills offers the greatest promise for reaching good judgments, and intends to approach problems and decisions by applying critical thinking skills as best as he or she can. This combination of values, beliefs, and intentions forms the habits of mind that dispose the person toward critical thinking and make a person eager to engage problems using his or her critical thinking skills.

Question Title: TB_02_42 Positive Critical Thinking Habits of Mind, Analyze, LO 2.1
Topic: Positive Critical Thinking Habits of Mind

Learning Objective: 2.1 Contrast the positive vs. the negative critical thinking mindset. Describe four specific ways a person can continuously cultivate a positive critical thinking mindset.
Skill Level: Analyze It
Difficulty Level: 3–Difficult

43. While explaining critical thinking skills, it is helpful to use the metaphor of a sphere with the names of the skills displayed randomly over its surface. Why is a sphere used for this purpose?

Answer: First, organizing the names of the skills on a sphere is truer to our lived experience of engaging in reflective judgment. We have all experienced those moments when, in the mental space of a few seconds, our minds fly from interpretation to analysis to inference and evaluation as we try to sort out our thoughts before we commit ourselves to a particular decision. We may go back and forth interpreting what we are seeing, analyzing ideas and drawing tentative inferences, trying to be sure that we have things right before we make a judgment. Second, a sphere does not presume any given order of events, which, for the present, is truer to the current state of the science. Maybe brain research will lead to refinements in our understanding of the biochemical basis and sequencing of higher order reasoning, but for the present, we should not jump to conclusions. Third, a sphere reminds us about another important characteristic of critical thinking skills, namely that each can be applied to the other and to themselves. We can analyze our inferences. We can analyze our analyses. We can explain our interpretations. We can evaluate our explanations. We can monitor those processes and correct any mistakes we might see ourselves making. In this way, the core critical thinking skills can be said to interact.

Question Title: TB_02_43 Core Critical Thinking Skills, Analyze, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Analyze It
Difficulty Level: 3–Difficult

44. Critical thinking is not a set of skills, but rather it is the use of those skills in the process of making reflective, purposeful judgments. Explain what this means by using an example.

Answer: Imagine for a moment what it is like looking for an address while driving on a busy and unfamiliar street. To do this, we must simultaneously be coordinating the use of many skills, but fundamentally our focus is on the driving and not on the individual skills. We are concentrating on street signs and address numbers while also interpreting traffic signals such as stoplights, and controlling the car's speed, direction, and location relative to other vehicles. Driving requires coordinating physical skills such as how hard to press the gas or tap the brakes and mental skills such as analyzing the movement of our vehicle relative to those around ours to avoid accidents. In the end, however, we say that we drove the car to the destination. We do not list all the skills, and we certainly do not practice them one by one in a serial order. Rather, we use them all in concert. Critical thinking has certain important features in

common with looking for an address while driving on a busy and unfamiliar street. The key similarity to notice here is that critical thinking requires using all the skills in concert, not one at a time or sequentially. It would be an unfortunate and misleading oversimplification to reduce critical thinking to a list of skills, such as the recipe on the lid of dehydrated soup: first analyze, then infer, then explain, then close the lid, and wait five minutes.

Question Title: TB_02_44 Core Critical Thinking Skills, Analyze, LO 2.2
Topic: Core Critical Thinking Skills
Learning Objective: 2.2 Write a set of investigative questions about a current event or topic of broad interest such that the questions engage each of the six core critical thinking skills.
Skill Level: Analyze It
Difficulty Level: 3–Difficult

<table>
<tr><td>Prompt Title</td><td colspan="4">How Do the Images on Television Affect Our Disposition Toward Critical Thinking?</td></tr>
<tr><td>Prompt Type

Check appropriate type</td><td>Expository

x</td><td>Descriptive</td><td>Narrative</td><td>Persuasive</td></tr>
<tr><td>Assessment Goals

Briefly summarize and describe the assessment goals for this prompt (e.g., Student Understanding, Critical Thinking, Integrating Concepts, Writing Quality, Other)</td><td colspan="4">Student understanding and application of critical thinking concepts, and information literacy skills:

1. Identify published research reports that are reliable, credible, and of good or high quality.
2. Analyze and synthesize information from expert sources and personal experience.
3. Interpret and evaluate evidence, statements, graphics, questions, information, and the points of view of others.
4. Explain the impact of television characters on the development of adolescents' disposition toward critical thinking.
5. Reflect on the limits of one's own position and employ self-regulation by analyzing and evaluating counter-evidence.</td></tr>
<tr><td>Instructor Requirements</td><td colspan="4"></td></tr>
<tr><td>Prompt</td><td colspan="4">What is the potential impact that the characters portrayed on TV have on the disposition toward critical thinking, which is developing in adolescents?

Attitudes, while not immutable, are shaped and formed as we mature. Like other personal attributes, our critical thinking habits of mind can be affected by our experiences growing up.

Consider the following:

• To prepare for this writing activity, locate research reports (not just opinion pieces) in which credible experts report findings based on solid data. The reports should be about the impact of the images of ourselves we see on television. Look specifically for reports that provide data on whether these images influence how we behave. [Suggestion: "research power of TV stereotypes" can be a good place to start a search.]
• Consider what you learn through your review of the materials you found, and drawing too on your own life experience, formulate your response to the prompt stated above.

Assignment Instructions:

• Locate and include as citations for this writing activity at least two (2) research reports that provide credible, expert findings that address the</td></tr>
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	writing prompt. *NOTE: If you are expected to use a specific citation style for this class (e.g., MLA, APA, Chicago, etc.) then use that style for this assignment, otherwise be sure that the citation includes sufficient information that another person could independently locate the source.* • Based on the inferences you can draw from the research and from your personal experience, present your current opinions regarding the impact of TV characters on the disposition toward critical thinking–both positive and negative mindsets. • Support your current views with specific data, expert conclusions, or examples from your research reports. • Finally, address the following question: What kind of evidence would lead you to revise or reverse the opinion you have been presenting and explaining?			
Length of Response (in words)	Minimum	Maximum	Expected (Avg.)	Comments
	750	1000	800	

Planned Scoring						
	Holistic	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5
Trait Name		Ideas	Organization	Conventions	Voice	Focus & Coherence
Score Points	Weighted Average	4	4	4	4	4

Trait 1 Rubric: Ideas Specific Trait	
Score Point	**Description of Student Response**
4	**Consistently does all or almost all of the following:** • Selects research reports that appear reliable, credible, and of good or high quality. Sources are unambiguously related to the topic and, in their variety, represent all relevant and significant perspectives. • Presents a fair-minded, informed, sophisticated, balanced and insightful argument regarding the topic, representing a detailed response to the prompt.

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	• Presents information from the published reports with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Accurately interprets evidence, statements, graphics, questions, information, or the points of view of others. • Provides detailed and relevant examples from personal experience that reflect depth of analysis and elaborate upon the data from published sources. • Acknowledges the limits of her or his position; thoughtfully analyzes and evaluates evidence (obvious and subtle) that would promote an alternative point of view.
3	**Does most or many of the following:** • Has selected research reports that appear, for the most part, reliable and of good quality and authority. Most sources are adequately related to the topic and sources represent major, obvious angles and perspectives appropriate to the topic. • Presents a reasonably informed, balanced and fair-minded argument regarding the topic, representing a reasonable response to the prompt. • Presents information from the published reports with enough interpretation/evaluation to develop a coherent analysis or synthesis. Interprets most sources of evidence, statements, graphics, questions, information, or the points of view of others accurately. • Provides examples from personal experience that illustrate data from published sources. • Displays awareness that her or his position may be limited; provides relevant counter-evidence that would promote an alternative point of view.
2	**Does most or many of the following:** • Has selected sources of marginal quality and limited credibility. Most sources are marginally related to the topic or sources but some obvious perspectives are missing. • Presents an uninformed, vague, confusing, or overly general, argument, representing a simplistic response to the prompt. • Presents information from the published reports with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Misinterprets most sources of evidence, statements, graphics, questions, information, or the points of view of others. • Provides examples from personal experience that are only loosely connected to the data from published sources. • Superficially considers the idea that her or his position may be limited; includes minimal discussion of evidence that would promote an alternative point of view.

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1	**Consistently does all or almost all of the following:** • Has selected sources that are opinion pieces instead of research reports. Most sources are not adequately related to the topic or sources fail to represent major perspectives appropriate to the topic. • Presents no discernable argument or a biased and uninformed argument, representing an inadequate response to the prompt. • Presents information from the published reports without any interpretation/evaluation. Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. • Provides examples from personal experience that are disconnected from the data being cited from published sources. • Fails to identify or hastily dismisses the idea that her or his position is may be limited. Misses or superficially describes obvious evidence that would represent an alternative point of view.

Trait 2 Rubric: Organization

Score Point	Description of Student Response
4	• Organization is effective and demonstrates a logical flow of ideas within the response. • Transitions effectively connect concepts. • May contain an effective introduction and/or conclusion.
3	• Organization is clear and appropriate. • Transitions appropriately connect concepts. • May contain an appropriate introduction and/or conclusion.
2	• Organization is skeletal or otherwise limited, which may impede the reader's ability to follow the response. • Some simple or basic transitions are used but may be inappropriate or ineffective. • May contain a minimal introduction and/or conclusion.

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1	• Response lacks a clear plan. • Transitions are lacking or do not link ideas. • Both the introduction and conclusion are minimal and/or absent.

Trait 3 Rubric: Conventions	
Score Point	**Description of Student Response**
4	• Demonstrates sophistication and skill with a wide variety of conventions. • May contain minor editing errors in grammar, spelling, punctuation, or sentence construction. • Errors do not interfere with the reader's understanding.
3	• Demonstrates adequate control over a variety of conventions. • Response may contain some errors in grammar, spelling, punctuation, and/or sentence construction. • Most errors do not interfere with the reader's understanding.
2	• Although basic conventions may be mostly controlled, overall the response demonstrates inconsistent control over conventions. • May not use a variety of conventions, OR may only use basic conventions. • May contain a substantial number of errors in grammar, spelling, punctuation, and/or sentence construction. • Some errors interfere with the reader's understanding.
1	• Demonstrates a lack of control over basic conventions. • May contain a large number of errors in grammar, spelling, punctuation, and/or sentence structure OR the errors are severe. • Errors interfere with the reader's understanding OR the response is minimal and has a density of errors.

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Trait 4 Rubric: Voice	
Score Point	**Description of Student Response**
4	• Voice is appropriately authoritative, indicating a high level of comfort with the material. • Words are precise and well-chosen. • Sentences are varied and have a natural fluidity.
3	• Voice is appropriate and clear. • Words are appropriate to the subject matter. • Sentences are appropriate and varied, making the response easy to read.
2	• Voice may be artificial or uneven. • Word choice, overall, may be appropriate for the subject matter, but original writing may indicate a limited vocabulary range. • Sentences may be choppy, rambling, or repetitive in a way that limits fluency.
1	• Voice may be lacking or inappropriate. • Original writing may be simplistic, vague, inappropriate, or incorrect. • Sentences may be limited in variety or may comprise awkward fragments or run-ons that produce a halting voice.

Trait 5 Rubric: Focus & Coherence

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Score Point	**Description of Student Response**
4	Response persuasively justifies its conclusions through logic and examples. References to people, events, places, relationships, etc. effectively demonstrate a strong command of the relevant concepts in critical thinking.
3	Response justifies its conclusions through some combination of logic and examples. References to people, events, places, relationships, etc. effectively demonstrate a good command of the relevant concepts in critical thinking.
2	Response provides some justification for its conclusions. Some combination of logic and examples are present but are inconsistent or somewhat ineffective. References to people, events, places, relationships, etc. demonstrate only a partial understanding of the relevant concepts in critical thinking.
1	Response provides no significant justification for its conclusions. Logic and examples are absent, inconsistent, and/or ineffective. References to people, events, places, relationships, etc. demonstrate no more than a weak grasp of the relevant concepts in critical thinking.

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