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Name:_____ Class:_____ Date:_____

Chapter 02 Thinking Critically and Setting Goals

1. When you engage in critical thinking, you _____.
   a. make quick decisions
   b. consider information thoughtfully
   c. look at only one side of an issue
   d. think irrationally

ANSWER: b

2. Higher-level thinking skills require you to _____.
   a. consider an issue from a single viewpoint
   b. ask questions without seeking answers
   c. simply define or describe something
   d. think in sophisticated ways

ANSWER: d

3. Identifying differences between two or more concepts is called _____.
   a. deducing
   b. contrasting
   c. evaluating
   d. prioritizing

ANSWER: b

4. When Ann went out into her vegetable garden this morning, she saw that one of her tomato plants had been torn apart and that a trail of tomato bits led back to a sizable hole in the ground. Based on the evidence, she determined that the plant had probably been eaten by a wild animal of some kind. The process Ann used to come to this conclusion is called _____.
   a. comparing
   b. prioritizing
   c. deducing
   d. contrasting

ANSWER: c

5. When you synthesize, you _____.
   a. combine facts into a larger understanding of a concept
   b. judge the soundness of an argument
   c. determine the order of importance of tasks
   d. recall facts that you have previously learned

ANSWER: a

6. Ned is a juror in a criminal trial. There is a great deal of evidence that suggests that the defendant is guilty, but the defense argues that the prosecution's evidence is misleading. The process that Ned goes through as he judges the soundness of each argument is called _____.
   a. prioritizing

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b. deducing
c. synthesizing
d. evaluating

ANSWER: d

7. While planning her day, Lisa made a list of tasks that she needs to complete and placed the tasks in order from most important to least important. The process Lisa used to determine the importance of her tasks is called _____.

a. prioritizing
b. deducing
c. rationalizing
d. synthesizing

ANSWER: a

8. When you learn a set of facts and recall them on a test, you demonstrate _____.

a. synthesis
b. knowledge
c. application
d. analysis

ANSWER: b

9. At the comprehension level of Bloom's taxonomy, you can _____.

a. make connections between seemingly unrelated facts
b. develop arguments based on a thorough understanding of a topic
c. organize facts into meaningful groups
d. identify unstated assumptions

ANSWER: c

10. At which level of Bloom's taxonomy do you use your comprehension of knowledge to solve new problems?

a. Synthesis
b. Application
c. Evaluation
d. Analysis

ANSWER: b

11. The analysis level of learning may involve _____.

a. learning a set of facts so that you can recall them later
b. making connections between seemingly unrelated facts
c. restating facts in your own words
d. examining the reliability of information

ANSWER: d

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12. When you _____, you make connections between seemingly unrelated or previously unknown facts to understand a topic.

a. analyze
b. evaluate
c. synthesize
d. comprehend

ANSWER: c

13. Which level of Bloom's taxonomy involves developing arguments and opinions based on a thorough understanding of a topic and a careful review of the available evidence?

a. Evaluation
b. Application
c. Knowledge
d. Synthesis

ANSWER: a

14. Test questions that ask you to identify who did something or where an event took place require you to use which level of thinking?

a. Application
b. Evaluation
c. Comprehension
d. Knowledge

ANSWER: d

15. Darnell's political science instructor asked him to summarize the main points from a video of a campaign ad that had just been played. Which level of thinking will Darnell use when answering his teacher's question?

a. Synthesis
b. Comprehension
c. Analysis
d. Evaluation

ANSWER: b

16. You will need to use the application level of thinking if a test question asks you to _____.

a. propose or combine
b. rephrase or describe
c. plan or solve
d. label or match

ANSWER: c

17. Which level of thinking must you use to answer a test question that asks you to examine the relationship between two different concepts?

a. Application

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b. Evaluation
c. Knowledge
d. Analysis

ANSWER: d

18. You will need to use the synthesis level of thinking if a question asks you to _____.
a. propose a plan
b. critique an article
c. examine a theme
d. label a diagram

ANSWER: a

19. Maya is working on an essay question that asks her to disprove a statement. What is the highest level of thinking that she must use when writing her response?
a. Comprehension
b. Evaluation
c. Synthesis
d. Application

ANSWER: b

20. A(n) _____ is an outcome that you hope to achieve that guides and sustains your effort over time.
a. barrier
b. skill
c. goal
d. application

ANSWER: c

21. Which of these is an example of a SMART goal?
a. Complete the first draft of my psychology paper by next Friday
b. Read at least three of Shakespeare's most highly acclaimed plays
c. Earn a reasonable living after graduation doing something I enjoy
d. Go to the writing center to get help on improving the essay I'm working on

ANSWER: a

22. Which of these is the most specific goal?
a. Join a study group to help you learn and remember the material for one of your classes
b. Try to find other students that are interested in meeting new people
c. Make an effort to meet and spend time with other students outside classes
d. Join the American history study group that meets on Thursday evenings

ANSWER: d

23. If you create a goal with a deadline that is too far in the future, you will be more likely to _____.

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a. achieve the goal quickly
b. procrastinate on achieving the goal
c. seek out help to achieve the goal
d. consider the goal unachievable

ANSWER: b

24. When you create an action plan, you _____.
a. list the steps you'll take to accomplish a goal
b. develop a list of goals and select the one that will be easiest to achieve
c. prioritize your goals based on how soon each needs to be achieved
d. organize your thoughts to help you identify what your goal will be

ANSWER: a

25. A(n) _____ is something that prevents you from making progress toward a goal.
a. outcome
b. action plan
c. barrier
d. application

ANSWER: c

26. Leo is facing several barriers that are making it difficult to achieve his goal of finishing his biology presentation by next Wednesday. Which of these barriers does Leo have the most control over?
a. His commitment to work at his job this Friday, Sunday, and Monday
b. His inability to use his computer because it was stolen last night
c. His tendency to put things off until the last minute
d. His obligation to attend his parents' anniversary party this weekend

ANSWER: c

27. Evaluating your outcomes is important because it helps you to _____.
a. identify when you need to change your action plan
b. differentiate between short- and long-term goals
c. decide what your primary goal will be
d. determine the pathways you should use to achieve your goal

ANSWER: a

28. The tool that guides you through the five steps of the goal-setting process is called the _____.
a. Academic and Career Excellence System
b. SMART goal
c. Bloom's taxonomy
d. Personal Success Plan (PSP)

ANSWER: d

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29. Which major section of the Personal Success Plan is NOT also one of the steps of goal setting?
    a. Make an action plan
    b. Connect to career
    c. Gather information
    d. List barriers and solutions

ANSWER: b

30. Erin has been a clerk at a department store for nearly five years, and she wants to move up into a management position. What should she do as she refines this desire into a SMART goal?
    a. Frame her goal in general terms so it could apply to any type of promotion
    b. Resist any temptation or recommendation to modify her goal
    c. Leave the time frame for her goal open-ended
    d. Consider how her goal would support the store's goals

ANSWER: d

31. You can use critical thinking to assess whether information makes sense or is trustworthy.
    a. True
    b. False

ANSWER: a

32. Higher-level thinking is based on lower-level thinking skills.
    a. True
    b. False

ANSWER: a

33. If information is hard to assess, it should be considered reliable.
    a. True
    b. False

ANSWER: b

34. Reflecting on whether you need to improve your thinking processes is an important part of critical thinking.
    a. True
    b. False

ANSWER: a

35. Critical thinkers understand that questions can have only one right answer.
    a. True
    b. False

ANSWER: b

36. At the application level of thinking, you approach a topic by breaking it down into meaningful parts and learning how those parts relate to one another.
    a. True

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b. False

ANSWER: b

37. The first step of goal setting is stating your goal.

a. True

b. False

ANSWER: b

38. If you have doubts about whether a goal is achievable, you should consider revising your goal to increase the chances that you'll reach it.

a. True

b. False

ANSWER: a

39. When your goals matter to you personally, you will be more motivated to achieve them.

a. True

b. False

ANSWER: a

40. When developing an action plan, you should identify noncritical steps and push them to the top of your list.

a. True

b. False

ANSWER: b

41. Journalists typically ask six questions: *Who?*, *What?*, *Where?*, *When?*, *Why?*, and *How?*. Identify which of these questions are lower-level questions and why, and which are higher-level questions and why.

ANSWER: Responses will vary. Correct answers should indicate that *Who?*, *What?*, *Where?*, and *When?* are lower-level questions because they focus on basic facts and information. *How?* and *Why?* are higher-level questions because they require you to connect and work with those basic facts.

42. What four guidelines should you follow when you have a decision to make or argument to consider using higher-level thinking skills?

ANSWER: Responses should include the following four guidelines for higher-level thinking: gather and evaluate information, keep an open mind, apply what you've learned, and review your outcomes.

43. Imagine that you are taking an introductory Italian class. You have never taken a foreign language class, and become overwhelmed when you realize that every aspect of the class, including opening greetings and instructions on quizzes, are in Italian. Describe how you could use three higher-level thinking skills to improve your performance in the class.

ANSWER: Responses will vary. Correct responses might note that you could compare your own study tactics to the tactics of a student who is performing well in the class or who has been in a foreign language class before. Comparing might yield helpful strategies to be successful. You could also exercise deducing information by noticing the professor asks similar greeting questions (hello, how are you) at the beginning of every class and conclude that you can research and memorize common greetings

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and responses to feel more confident during class. You might show prioritization by reviewing the syllabus to determine the skills and vocabulary that will be covered in each lesson and practice and memorize those terms before class. You could synthesize by studying individual vocabulary and grammar rules to write responses to use during class and on exams.

44. What are the six levels of Bloom's taxonomy in order, from lowest to highest?

ANSWER: Correct responses should identify the six levels of Bloom's taxonomy in order, from lowest to highest: knowledge, comprehension, application, analysis, synthesis, and evaluation.

45. Identify and describe the five steps of goal setting.

ANSWER: Correct responses should identify the five steps of goal setting: gather information, set a SMART goal, make an action plan, list barriers and solutions, and act and evaluate outcomes. Correct responses should also describe the process involved in each of these five steps.

46. Describe the five characteristics of a SMART goal.

ANSWER: Responses should indicate that SMART goals are specific, measurable, achievable, relevant to you personally, and time-limited, and describe each of these characteristics in relation to the goal setting process.

47. Describe three of the short-term goals that you will need to achieve in order to achieve your long-term goal of graduating from college.

ANSWER: Correct responses will vary. Responses should indicate the use of SMART goals that are specific, measurable, achievable, relevant, and time-limited. Graduating from college short-term goals may include finishing prerequisite classes by a certain date or semester, passing midterm examinations, and enrolling in preparatory courses for any cumulative degree assessments (if applicable).

48. Imagine that one of your short-term goals is to get an A on an upcoming midterm exam. Discuss the steps you will take to achieve this goal.

ANSWER: Responses will vary. Correct responses should include use of SMART goals that are specific, measurable, achievable, relevant, and time-limited. Examples may include attending a certain number of tutoring sessions, studying a certain number of lessons or vocabulary each night, or creating self-study guides for each chapter.

49. Discuss three of the barriers you are likely to face as you work to achieve your long-term goal of earning a college degree, and describe what you can do to overcome these barriers.

ANSWER: Responses will vary. Correct responses will recognize that a barrier is something that will prevent you from making progress toward a goal. Examples may include poor time management, lack of resources, family demands, or work demands.

50. Imagine that one of your long-term goals is to own your own restaurant. Develop a Personal Success Plan (using the model in the text) around this goal.

ANSWER: Responses will vary. Correct responses will show an understanding of the steps to creating a personal success plan, including gathering information, setting a SMART goal, making an action plan, listing barriers and solutions, and acting and evaluating outcomes.

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