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Chapter 2: Thinking Critically and Setting Goals

Multiple Choice

Choose ONE answer per question.

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

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

3. Identifying differences between two or more concepts is called _____.

    a. deducing

    b. contrasting

    c. evaluating

    d. prioritizing

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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

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

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 b. deducing

   c. synthesizing d. evaluating

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7. While planning her day, Lisa made a list of tasks that she needs to complete and placed them 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

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

   a. synthesis

   b. knowledge

   c. application

   d. analysis

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

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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

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

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

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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

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

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

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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

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

    b. Evaluation

    c. Knowledge

    d. Analysis

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

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

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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

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

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

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

    a. achieve the goal quickly

    b. procrastinate on achieving the goal

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c. seek out help to achieve the goal

d. consider the goal unachievable

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

25. A(n) _____ is something that prevents you from making progress toward a goal.

a. outcome

b. action plan

c. barrier

d. application

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

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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

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

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

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

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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

True/False

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

32. Higher-level thinking is based on lower-level thinking skills.

33. If information is hard to assess, it should be considered reliable.

34. Critical thinkers understand that questions can have only one right answer.

35. 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.

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

37. 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.

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

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

40. You will be expected to keep learning new skills and acquiring new knowledge if you want to advance in your career.

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Short Answer

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.

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

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

44. What are the five steps of goal setting?

45. What are the five characteristics of a SMART goal?

Essay

46. Imagine that you are moving out of an apartment and you must be sure that you leave nothing behind. When you and a friend try to carry the sofa out, you find that it will not fit through the door. You know that there must be a way to get the sofa out of the apartment because two of your friends were able to get it into the apartment when you originally moved in. Identify and describe three higher-thinking skills you would use to solve this problem.

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.

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.

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.

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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.

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Answer Key

1. b Build Your Critical Thinking Skills
2. d Build Your Critical Thinking Skills
3. b Build Your Critical Thinking Skills
4. c Build Your Critical Thinking Skills
5. a Build Your Critical Thinking Skills
6. d Build Your Critical Thinking Skills
7. a Build Your Critical Thinking Skills
8. b Use Bloom's Taxonomy
9. c Use Bloom's Taxonomy
10. b Use Bloom's Taxonomy
11. d Use Bloom's Taxonomy
12. c Use Bloom's Taxonomy
13. a Use Bloom's Taxonomy
14. d Use Bloom's Taxonomy
15. b Use Bloom's Taxonomy
16. c Use Bloom's Taxonomy
17. d Use Bloom's Taxonomy
18. a Use Bloom's Taxonomy

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19. b Use Bloom's Taxonomy

20. c Think Critically to Set Goals

21. a Think Critically to Set Goals

22. d Think Critically to Set Goals

23. b Think Critically to Set Goals

24. a Think Critically to Set Goals

25. c Think Critically to Set Goals

26. c Think Critically to Set Goals

27. a Think Critically to Set Goals

28. d Create Your Personal Success Plan

29. b Create Your Personal Success Plan

30. d Critical Thinking and Goal Setting in Your Career

31. True Build Your Critical Thinking Skills

32. True Build Your Critical Thinking Skills

33. False Build Your Critical Thinking Skills

34. False Use Bloom's Taxonomy

35. False Use Bloom's Taxonomy

36. False Think Critically to Set Goals

37. True Think Critically to Set Goals

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38. True Think Critically to Set Goals

39. False Think Critically to Set Goals

40. True Critical Thinking and Goal Setting in Your Career

41. Responses 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. See *Build Your Critical Thinking Skills*.

42. 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. See *Build Your Critical Thinking Skills*.

43. Responses should identify the six levels of Bloom's taxonomy in order, from lowest to highest: knowledge, comprehension, application, analysis, synthesis, and evaluation. See *Use Bloom's Taxonomy*.

44. 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. See *Think Critically to Set Goals*.

45. Responses should indicate that SMART goals are specific, measurable, achievable, relevant to you personally, and time-limited. See *Think Critically to Set Goals*.

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