Thinking Critically 13th edition Chaffee Test Bank

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Thinking Critically (13th)

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Total Questions: 25

Multiple Choice (24)

Q1. *[Multiple Choice] · Bloom's: Understand*

_____ generates innovative goals and ideas and _____ develops clear, organized plans for achieving those goals and ideas.

a) Critical thinking; creative thinking
b) Creative thinking; critical thinking ✓ correct
c) Critical thinking; critical thinking
d) Creative thinking; creative thinking

Q2. *[Multiple Choice] · Bloom's: Understand*

When doing research and analysis, what will allow you to take an objective viewpoint?

a) Critical thinking ✓ correct
b) Creative thinking
c) Brainstorming
d) Rote learning

Q3. *[Multiple Choice] · Bloom's: Apply*

Creative thinking and critical thinking are most like _____.

a) an equal partnership ✓ correct
b) separate but equal entities
c) opposites of each other
d) sequential steps in a process

Q4. *[Multiple Choice] · Bloom's: Understand*

What did Socrates tell his fellow citizens was most important?

a) Money
b) Honor
c) Reputation
d) Wisdom and truth ✓ correct

Q5. *[Multiple Choice] · Bloom's: Understand*

What is the best example of an activity characteristic of an “unexamined life”?

a) Asking what the purpose of your life is
b) Exploring yourself to learn who you are
c) Determining who you want to become
d) Meeting all of your deadlines on time ✓ correct

Q6. *[Multiple Choice] · Bloom's: Remember*

Which of the following is NOT one of the common pitfalls in making a plan for achieving goals?

a) Not explicitly defining your goals
b) Putting less important goals first
c) Failing to identify all necessary steps
d) Overestimating the time it will take ✓ correct

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Q7. *[Multiple Choice] · Bloom's: Understand*

In the method for achieving short-term goals described in the textbook, which of the following is one of the steps in identifying the goals?

a) Ranking the goals in order of importance ✓ correct
b) Listing all steps in order
c) Estimating the time each step will take
d) Planning the steps in one's daily schedule

Q8. *[Multiple Choice] · Bloom's: Understand*

In the method the textbook describes for achieving short-term goals, what is one of the steps in the process of devising effective plans to achieve your goals?

a) Identify what your short-term goals are.
b) Rank the goals in the order of importance.
c) Select the most important goal to focus on.
d) List all steps in the order you will take them. ✓ correct

Q9. *[Multiple Choice] · Bloom's: Understand*

Read the goal and plan and select the correct answer choice.
Goal:I must write an essay about the role of*Star Trek*in the history of science fiction, but I don't know that much about the topic.
Plan:I will write my conclusion, research the topic, interview my friend who knows a lot about science fiction, and write an outline.

a) The steps listed should be easy to follow.
b) The steps are listed in the correct order.
c) These steps have been well thought out.
d) The plan is disorganized and ineffective. ✓ correct

Q10. *[Multiple Choice] · Bloom's: Understand*

Read the goal and plan and select the correct answer.
Goal:I must be prepared for my quiz on*Macbeth*this Friday.
Plan: First, I will read the assigned pages. Second, I will make an outline. Third, I will transfer the outline onto flashcards. Last, I'll practice with the flashcards at least three times a day until I have them all memorized.

a) This plan would be ineffective to achieve this goal.
b) The steps in this plan would be difficult to follow.
c) The steps in this plan are arranged out of order.
d) This plan addresses a potential conflict in goals. ✓ correct

Q11. *[Multiple Choice] · Bloom's: Apply*

Read the statements and select the answer that is a**goal**rather than a plan.

a) Zahava says, "In order to purchase a house, I must first obtain a loan."
b) Wilfred says, "I must test-drive all cars at the lot to get the best one."
c) Ravi says, "I hope that one day I will be able to earn $50,000 a year." ✓ correct
d) Ana says, "For my garden to flourish, I must water my plants every day."

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Q12. *[Multiple Choice] · Bloom's: Apply*

Steven is a college student enrolled in a class where they are discussing abortion. He is asked to write an essay that makes a case either for being pro-choice or for being pro-life. Steven decides to take the pro-life position and writes an essay in support of that position. What type of image would be most effective in supporting his essay's thesis?

a) A bar graph with statistics in support of his position ✓ correct
b) A photograph of a doctor who performs abortions
c) A microscopic or radiographic photograph of a fetus
d) A series of graphic pictures of the abortion procedure

Q13. *[Multiple Choice] · Bloom's: Apply*

Francis is giving a presentation to his team at work. He displays his analysis of team productivity over the past five fiscal years. What type of image would be most effective in this presentation?

a) A graph showing the team productivity over time ✓ correct
b) A full-color graphic displaying his company's logo
c) A photo of the team winning a company ball game
d) A full-color gallery reproduction of the*Mona Lisa*

Q14. *[Multiple Choice] · Bloom's: Apply*

Susan is a firefighter who will be giving a presentation on fire safety to a kindergarten class. What type of image would be most effective this presentation?

a) A complicated diagram of the path fires often take through a home
b) A graphic photograph showing the image of a burn victim’s injuries
c) A complex plan divided into 20 separate steps for avoiding house fires
d) A simple diagram of what children should do if there is a fire in the home ✓ correct

Q15. *[Multiple Choice] · Bloom's: Understand*

Read the following passage:
This step is one that people often skip when making a decision. Considering all the possible choices, not just the obvious ones, often requires consulting other people. Doing so can reveal choices that you might never have thought of on your own. Remember, there is generally no downside to having more options to select from, even if you think you have already made your choice.
What step in the five-step decision-making process does this passage best describe?

a) Consider all of the possible choices. ✓ correct
b) Select the choice that seems best for the situation.
c) Gather all the information and evaluate pros and cons.
d) Come up with a clear definition for the decision.

Q16. *[Multiple Choice] · Bloom's: Understand*

Read the following passage:
This step is one of the most essential parts of this process. Gathering all the relevant information and systematically evaluating the pros and cons of each choice can help organize the information in a way that makes sense. This step of the process frequently clarifies information that seemed overwhelming.
Which of the following steps in the five-step decision-making process does this passage best describe?

a) Collect all pertinent information and consider each choice’s advantages and disadvantages. ✓ correct
b) Implement a plan of action and monitor the results, making necessary adjustments.
c) Of the available choices, select the one that best meets the needs of the situation.
d) Consider all possible choices.

Q17. *[Multiple Choice] · Bloom's: Understand*

Read the following passage:

This is the part of the process where you actually make the decision. To do so, you must identify and prioritize your goals and determine which choice best meets those goals.

Which step of the five-step decision-making process does this passage describe?

a) Pick the choice that best meets the needs of the situation. ✓ correct

b) Come up with a clearly stated definition of the decision.

c) Execute an action plan, monitor results, and adjust as needed.

d) Consider all the possible choices.

Q18. *[Multiple Choice] · Bloom's: Understand*

Read the following passage:

This step is important. However, although it is critical to do so, many people fail to follow through with their decision-making process, which prevents them from achieving their goals. Remember to create a long-term plan to sustain your choice over time. Be on the lookout for changes in your circumstances and modify your plan as those circumstances dictate.

Which step in the five-step decision-making process does this passage describe?

a) Implement a plan of action and then monitor the results, making necessary adjustments. ✓ correct

b) Gather all relevant information and evaluate the pros and cons of each possible choice.

c) Make a selection of the choice that appears to best meet the needs of your situation.

d) Consider all the choices that are possible and available for you.

Q19. *[Multiple Choice] · Bloom's: Understand*

Read the following passage:

This is an essential starting point when you are confronted with a decision-making situation, as people tend to define their decisions too generally. It's important to articulate exactly what your decision is, as specifically as possible.

Which step in the five-step decision-making process does this passage describe?

a) Define the decision clearly. ✓ correct

b) Consider all possible choices.

c) Gather information and test pros and cons.

d) Select the best choice for the situation.

Q20. *[Multiple Choice] · Bloom's: Apply*

You are having a discussion with classmates, some of whom have children, about violence in today's video games. These answer choices represent some of the opinions of classmates.

Read the following statement. Then, for each answer choice, check-mark whether the reason it states is a**pro** or a**con**.

Statement: Violent video games must be banned for all children.

Reasons:

a) Children will imitate the games and be violent themselves. ✓ correct

b) Children will see how bad the violence is in the games and be less violent as adults.

c) Because children know the difference between games and reality, they should be allowed to play the games.

d) As long as parents explain the violence and supervise their kids, there is nothing wrong with playing the games.

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Q21. *[Multiple Choice] · Bloom's: Analyze*

Which statement about the five-step decision-making process is accurate?

a) Steps 1 through 4 help you analyze your decision.

b) Step 5 requires you to synthesize the information.

c) Step 4 requires you to synthesize the information. ✓ correct

d) All five steps require analysis, but no synthesizing.

Q22. *[Multiple Choice] · Bloom's: Apply*

Beth is attempting to decide whether to go back to college to finish her bachelor's degree in psychology. If she went back to school, she would have to pay tuition, which would be a negative impact on her life. However, Beth has calculated that the cost would be offset in six months by her dramatically increased long-term earnings.

Which is the best choice for Beth in this scenario?

a) not to go back to school because of the cost of tuition

b) to go back to school to increase her long-term earnings ✓ correct

c) to wait for six months and then to go back to school

d) It is impossible to know from the information given.

Q23. *[Multiple Choice] · Bloom's: Analyze*

Maria has asked her mother, Selena, for a hamster. Maria is seven years old and spent last summer caring for a vacationing friend's ferret. Caring for a ferret is more difficult than caring for a hamster. Maria did not once forget to feed the ferret, give it water, clean its cage, or play with it. She has repeatedly expressed her desire for a hamster for about a year.

What is the most logical conclusion for this scenario?

a) Selena should buy Maria a hamster because Maria has been asking for one for a whole year.

b) Selena should buy Maria a hamster because Maria has shown she is responsible enough to take care of one. ✓ correct

c) Selena should not buy Maria a hamster because Maria took care of a ferret, and ferrets and hamsters are different animals.

d) Selena should not buy Maria a hamster because Maria would have to take care of it year-round, not just for the summer.

Q24. *[Multiple Choice] · Bloom's: Apply*

Which comment is the best example of the "Voice of Criticism," or VOC?

a) Ben says, “I got a poor review at work, but I will meet expectations in the timeline given.”

b) Mahershala says, “I was excited about my idea, but now I think it will never amount to anything.” ✓ correct

c) Sabrina says, “I've worked hard to become a good dancer and am happy with my skill level, even though I will never be a professional dancer.”

d) Pablo says, “I know I should watch less television, so I am going to get my partner to help me.”

Multiple Answer (1)

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Q25. *[Multiple Answer] · Bloom's: Understand*

Read the following statement. Then, for each answer choice, check-mark whether the reason it states is a**pro** or a**con**.

Statement: All guns should be legal.

Reasons:

a) People need to protect themselves against criminals who have guns. ✓ correct

b) Having guns in the home puts children in danger. ✓ correct

c) Killing someone with a gun, even in self-defense, is wrong. ✓ correct

d) Sport shooting at a gun range is a safe, enjoyable sport that helps build lasting friendships. ✓ correct

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Instructor Manual

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Chapter 1: Thinking

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Purpose and Perspective of the Chapter

The purpose of this chapter is to help students become aware of the thinking process, examine it carefully, and practice it.

The perspective of this chapter is that thinking successfully allows us to solve problems, make informed decisions, and achieve goals that fulfill our lives and give them purpose. Thinking is crucial for living meaningfully.

This chapter introduces a book written to help students understand the thinking process. The authors believe students can improve their thinking abilities. The thought process is active, learned by doing it, not just reading about it. Students' thinking and language skills gain power by participating in the book's activities and applying the ideas to their own experiences. This book supports the college experience of raising consciousness and fully developing the mind. The authors divide educated thinking into thinking critically and thinking creatively. The former requires reflection; the latter produces worthwhile ideas.

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Learning Objectives

1-1 Define thinking and critical thinking;
1-2 Describe an "unexamined life";
1-3 Explain the process of achieving a goal;
1-4 Explain the five-step method for making decisions;
1-5 Describe a situation in which you overcame or attempted to overcome a roadblock to creativity.

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What's New in This Chapter

There is currently no information about this: No front matter has been provided, e.g., a Preface or Introduction where authors would typically identify updates from the previous edition, if they were including them.

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Thinking Critically About Visuals

Each chapter of *Thinking Critically* includes a feature that challenges students to apply new thinking strategies to pairs of images that provoke the viewer into finding connections, confronting beliefs, and questioning evidence. This feature is called "Thinking Critically About Visuals."

Thinking Critically About Visuals: The "Mystery of the Mind and Scientific Developments" on page 6 asks students to consider two images: an old phrenology diagram, and two current dMRI map images of neuronal connections in the brain when the individual is depressed vs. not depressed. The text asks students to consider what we can learn about thinking by looking at these images. You can supplement this discussion by asking students to look up articles on brain activity to bring to class to add to the discussion of the images. Discussion of these findings can lead to a discussion of how a study of critical thinking can help the student tap into that potential. This can be a successful introductory exercise.

Thinking Critically About Visuals: "You Are the Artist of Your Life" on page 7 shows a photograph of artist Frida Kahlo, commenting that she transformed her experiences of chronic pain into remarkable paintings exploring varied issues. The activity asks what life lessons we can learn from her response to adversity, pointing out that we all must meet unique life challenges in finding our own life path. It asks students, "What choices will you have to make to reach your full potential as a person?"

The Thinking Critically About Visuals: "The Problem of Homelessness" activity on pages 16–17 contains two photographs of a human disaster—the tragedy of homelessness in California. This type of disaster has devastating consequences. The first photograph dramatizes homelessness by showing a camp for the unhoused in the foreground, contrasting with high-rise buildings in the background. The second photograph shows unhoused men sitting on the street in San Francisco. You might have students start a discussion of their own experiences: observing, conversing with, and/or helping unhoused individuals, or even having experienced and/or overcome homelessness themselves.

Thinking Critically About Visuals: "'Seek the unforeseen'—Heraclitus" on page 25 is subtitled, "Creative thinkers have the capacity to adapt when faced with problems." It features Sandy Skoglund's 1980 art photo entitled "Radioactive Cats", with a man sitting in a chair, a small table/desk, a woman standing in front of the open door of a small refrigerator/cabinet, and 21 cats—on the floor, and in the spaces of an overturned chair, on the table/desk, the refrigerator/cabinet, a radiator, and a window frame. The man, woman, walls, floor, and furnishings are all gray; only the cats are all yellow-green. The activity asks students about creative breakthroughs that enabled

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them to see a solution no one else could see, and about strategies to "seek the unforeseen."

Thinking Critically About Visuals: "Express Yourself!" on page 31 has a photograph of a woman who appears to be joyfully dancing in front of a large, brightly lit building, with other people outside around her. The exercise asks students what some their favorite activities are for creative, innovative self-expression.

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CHAPTER OUTLINE

I. Living an Examined Life (PPT Slides 1-3)
   a. Socrates: "The unexamined life is not worth living."
      1. Thinking deeply and acting thoughtfully give life meaning.
      2. Socrates cautioned that money, honor, and reputation should not supersede wisdom, truth, and improving the soul.
   b. Our unthinking world today makes it hard to be thoughtful and reflective.
      1. Habitual patterns in life can make choices become automatic, fixing our experiences in "ruts."
   c. Metaphor for personal development: "You are an artist, creating your life portrait, and your paints and brush strokes are the choices you make each day."
      1. Creating a rich, fulfilling life requires full development of one's thinking potential to become a true educated thinker.
         - This provides the tools for unlocking the mysteries of yourself and meeting the world's challenges.

II. A Roadmap to your Mind (PPT Slides 1-3)
   a. Thinking abilities that students will use as they study them in this book:
      1. Establishing and achieving goals (this chapter)
      2. Making intelligent, effective decisions (this chapter)
      3. Confident, productive creative thinking (this chapter)
      4. Independent, informed, open-minded critical thinking (Chapter 2)
      5. Analyzing and discussing complex, controversial ideas in an organized way (Chapter 2)
      6. Constructing logical, valid arguments (Chapter 3)
      7. Evaluating deductive and inductive arguments, detecting fallacies (Chapter 3)

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8. Understanding perceptual “lenses” that shape our experience (Chapter 4)
9. Developing informed beliefs and authentic knowledge of important issues (Chapter 5)
10. Critically analyzing information and images in media, internet, popular culture (Chapter 5)
11. Understanding and using language effectively to express ideas clearly and coherently (Chapter 6)
12. Forming and applying concepts to understand the world (Chapter 7)
13. Relating and organizing concepts in complex patterns (Chapter 8)
14. Thinking critically about ethical issues and moral beliefs (Chapter 9)
15. Becoming a powerful and successful problem solver (Chapter 10)
16. Developing understanding of various philosophical perspectives on freedom (Chapter 11)
17. Developing ability to make enlightened choices and create a meaningful, fulfilling life (Chapter 12)

b. These abilities work together in complex patterns and relationships.
    1. In this chapter, three core areas will be explored that are central to accomplished thinking and living a successful, fulfilling life:
        - Establishing and achieving goals
        - Intelligent and effective decision making
        - Confident and productive creative thinking

c. Thinking Critically About Visuals: The Mystery of the Mind and Scientific Developments (images and questions)
    1. Contrast between images of a phrenology diagram of the 1800s (debunked) and today’s dMRI map
    2. Application of critical thinking to both images and ideas of “mind”

d. Thinking Critically About Visuals: You Are the Artist of Your Life - Frida Kahlo (photo and questions)

III. Working Toward Goals (PPT Slides 1-3)

a. Student passage

b. Goals function to organize thinking and give life order and direction. They suggest courses of action and influence your decisions. By so doing, they contribute meaning to life.

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c. Thinking abilities enable you to identify your goals and plan how to attain them.
d. To discover part of your goal pattern, ask yourself a series of "Why?" questions and answer them.
e. Thinking Activity 1.1: Analyzing a Goal That You Achieved
f. Achieving Short-Term Goals
    1. Identify five short-term goals. Rank in order of importance. For the top goal, list all steps in order; estimate the time for each step.
        - Biology quiz example: Have students apply this chart to their own short-term goals.
    2. Common errors in pursuing goals:
        - Neglecting to explicitly identify important goals
        - Concentrating on less important goals first, not leaving enough time for more important goals
        - Not identifying all steps required to achieve goals, or approaching them in the wrong sequence
        - Underestimating the time each step will take, and/or not planning the steps in our schedules
g. Achieving Long-Term Goals
    1. More complex and challenging than short-term goals (career, marriage, personal development)
    2. Identifying appropriate long-term goals requires in-depth self-understanding: talents, interests, stimulating and satisfying activities. It also requires discovering what is possible.
    3. Achieving goals involves envisioning a detailed, three-dimensional picture of your future; and constructing a mental plan with a sequence of steps, the time involved, and strategies for overcoming obstacles, enabling you to make sacrifices now to achieve long-term goals.
    4. Becoming stuck in the past or present can leave ideas of the future vague and ill-defined (e.g., to be happy or have a good job), making it hard to identify goals, devise strategies, and make sacrifices.
h. Thinking Activity 1.2: Analyzing an Important Future Goal

IV. Images, Decision Making, and Thinking About Visual Information (PPT Slides 1-3)
    a. Numerous professionals use visuals to communicate.
    b. Images work both subtly and overtly to persuade us.

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c. Critical thinking includes observing how images can inspire, support, and reflect your beliefs and goals.
d. Images, Perceiving, and Thinking
    1. Images and Learning
    2. Images, Creative Thinking, and Problem Solving
    3. Reading Images
    4. Images and Evaluation
e. Thinking Critically About Visuals: The Problem of Homelessness (photos and questions)
f. Thinking Passage: The Autobiography of Malcolm X, with Alex Haley
    1. Questions for Analysis

V. An Organized approach to Making Decisions (PPT Slides 1-3)
a. In significant life decisions, poor choices can have far-reaching consequences.
    1. Examples: marriage and career decisions
b. Thinking Activity 1.3: Analyzing a Previous Decision
c. Decision-making approach: Five Steps (See also strategies for each step)
    1. Define the decision clearly.
    2. Consider all the possible choices.
    3. Gather all relevant information and evaluate the pros and cons of each possible choice.
    4. Select the choice that seems to best meet the needs of the situation.
    5. Implement a plan of action and then monitor the results, making necessary adjustments.
d. Thinking Activity 1.4: Analyzing a Future Decision

VI. Living Creatively (PPT Slides 1-3)
a. Fatalism reflects passivity. The opposite is critical thinking: the confidence that via insight and thoughtful choices, you can become the person you want to become.
b. Using critical and creative thinking, you can develop informed beliefs and an enlightened life philosophy.
c. Thinking Activity 1.5: Describing Your Current and Future Self
d. “Can I Be Creative?”
    1. People often confuse being creative with being artistic.
    2. Being creative is a state of mind and a way of life.
    3. You are being creative whenever you invest your own personal ideas.

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4. Living life creatively is bringing your unique perspective and talents to all dimensions of your life.
5. Student passages on creative areas in their lives
6. Thinking Activity 1.6: Describing a Creative Activity

VII. Becoming More Creative (PPT Slides 1-3)

a. Young children are typically highly creative.
    1. They are excited to explore and discover, act on impulses, try new things, and make unusual connections. They are not afraid to take risks or be ridiculed and are not driven to be socially acceptable.
b. As we age, our imagination gets smothered by social pressure to conform and by fear of failure.
c. Courage to risk failure while expressing creative impulses yields rewards in the form of unique achievements and life enrichment.
d. Thinking Activity 1.7: Identifying Creative Blocks
e. Understand and Trust the Creative Process
    1. Absorb yourself in the task.
    2. Allow time for ideas to incubate.
    3. Seize on the ideas when they emerge and follow them through.
f. Eliminate the Voice of Criticism (VOC)
    1. Become aware of the VOC.
    2. Restate the judgment in a more accurate or constructive way.
    3. Get tough with the VOC.
    4. Create positive voices and visualizations.
    5. Use other people for independent confirmation.
g. Thinking Activity 1.8: Combating the Voice of Criticism
h. Establish a Creative Environment
i. Make Creativity a Priority
j. Thinking Critically About Visuals: “Seek the unforeseen” – Heraclitus
    1. Creative thinkers have the capacity to adapt when faced with problems. (Image: “Radioactive Cats” 1980, Sandy Skoglund)
k. Thinking Activity 1.9: Becoming More Creative
l. Thinking Critically About Technology: Creative Applications
    1. Generative Artificial Intelligence (AI)
m. Thinking Activity 1.10: Creative Collaborations
n. Thinking Passage: Nurturing Creativity – The Tao of Rick Rubin, by Ezra Klein and Rick Rubin
    1. Questions for Analysis
o. Thinking Critically About Visuals: “Express Yourself!” (Photo and questions)

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p. Thinking Ahead
    1. Conclusions about thinking:
        - Thinking is directed toward a purpose.
        - Thinking is an organized process.
    2. Working definition of thinking:
        - Thinking is a purposeful, organized cognitive process we use to understand the world and make informed decisions. It develops with use over a lifetime. We can improve our thinking in a systematic, organized way through these steps:
            - Carefully examine our own and others' thinking processes.
            - Practice our thinking abilities.
    3. Critical and creative thinking are tightly interwoven and must be addressed together to understand them individually. They work as partners to produce productive and effective thinking, enabling informed decisions and successful lives.

VIII. Reviewing and Viewing (PPT Slides 1-3)
    a. Summary
    b. Assessing Your Strategies and Creating New Goals

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Additional Discussion Questions: Workplace Scenarios in MindTap

The following questions can help guide a discussion of the pre-chapter Think It Through: Workplace Scenarios in MindTap and the corresponding post-chapter activity Apply Your Learning: Workplace Scenarios. The former activity asks students to make a decision based on a scenario, and the latter asks them to revisit their decision in light of what they learned in the chapter.

Chapter 1 Think it Through: Workplace Scenario

[Introduction]

Tandra has a new position as a paralegal at the Barnes and Fram Law firm. She spends her day communicating with clients and preparing legal documents. Recently she met a new client, Mrs. Joil, who wants to start divorce proceedings. During the initial consultation, Tandra mentioned the importance of completing documents in a

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timely fashion. Mrs. Joil said she understood. The next day Tandra realized there was an additional form Mrs. Joil needed to sign. Tandra left voice messages for Mrs. Joil for three days but never heard back from her. Tandra does not want her supervisor Mr. Ye to think she cannot perform her duties. However, she does have a record of all her calls to Mrs. Joil in the case management system.

Tandra wonders whether she should tell Mr. Ye that she cannot reach Mrs. Joil. On the one hand, she wants to keep her manager informed, but on the other hand, she wants to solve the problem herself. Because Tandra is new, she begins to question which decision is wiser. She knows informing her supervisor will lead him to ask questions about the necessary documents not being completed on time. She knows if she does not tell her supervisor, then the timeline for processing the documents will cost the client additional funds and deadlines will be missed for filing documents.

[Instructions] After reading the scenario, answer the questions. Be sure to make a separate note of your response and the reasons for it. Your response may be used in a later activity.

[Question 1] Do you think Tandra should tell her supervisor about not being able to contact Mrs. Joil?

[Answer options]

a. Yes.
b. No.

[Question 2] Why or why not?

[Answer options]

a. She should tell Mr. Ye because timelines are essential in Mrs. Joil's case.
b. She should try again. Maybe Mrs. Joil is away on vacation, and she will be back tomorrow.
c. She should try another communication method such as text or email to reach Mrs. Joil.
d. She should leave Mrs. Joil another voice message that focuses on Tandra's concern about not being able to reach her.

[Interpretation]

What choices did you make? While it would be possible to move forward using the information you have, in this chapter, you'll learn methods you can use to make good decisions about your life and work.

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Apply Your Learning

Reread the "Think It Through: Workplace Scenario" that came before the chapter and review your notes about how you responded to the questions. Using the five steps in making decisions, analyze Tandra's question to herself about reaching out to her supervisor or exploring other options. How could she approach her decision using the steps of (1) defining the decision clearly, (2) considering all the possible choices, (3) gathering all relevant information and evaluating the pros and cons, (4) selecting the choice that seems to meet the needs of the situation, and (5) implementing a plan of action and adjusting when necessary.

For each step, write what Tandra considered when making her decision. Note any additional information that would be helpful for her to consider.

Finally, decide whether you have missed any important steps in thinking this situation through and note your findings.

Follow your instructor's directions for submitting your work. If you are told to upload a file with your response here, click the Choose File button below to find and select your saved file, and then click Submit Assignment. Your document will be uploaded to your instructor's drop box for this course.

ANS: Answers Will Vary

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ADDITIONAL RESOURCES

EXTERNAL VIDEOS OR PLAYLIST

- ***Examined Life (2008)***

  The filmmaker Astra Taylor interviews leading contemporary philosophers in an effort to examine the application of philosophy in the world today. Her conversations with Cornel West, Peter Singer, Michael Hardt, Martha Nussbaum, and others illuminate the vital importance of critical and creative thinking in the modern world.

- ***Exit Through the Giftshop* (2010)**

  In this creative documentary, filmmaker and film subject switch places in an exploration of street art, authenticity, and privacy. Thierry Guetta, a.k.a. Mr. Brainwash, goes from erratic documentarian to somewhat celebrated street artist, a journey that began with the desire to locate and interview the

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famously “unknown” artist Banksy. Along the way, the viewer is exposed to the perils of celebrity, the challenges of creating something meaningful, and an array of inspiring art pieces.

- ***The Social Network* (2010)**

  This film chronicles the rise of Facebook creator Mark Zuckerberg, as well as his legal battles for ownership of the powerful social media site. This film provides opportunities for thinking about the tension between creative and economic interests, the challenges of working with others, and the profound impact that a seemingly small idea can have when pushed to its limits.

- ***The Visitor* (2007)**

  In this film, a widowed professor connects with an immigrant couple that has been living illegally in his apartment. His friendship with them allows for his own creative growth and significantly changes his perspective of himself and the world.

Internet Resources

- **99% Invisible (https://99percentinvisible.org/about/the-show/)**

  In this fascinating podcast series, listeners are guided by host Roman Mars to consider “all the thought that goes into the things we don’t think about.” While the show tends to focus on design and architecture, it provides inspiration for all of us to think beyond surface appearances when searching for meaning.

- **Never Not Creative (https://www.nevernotcreative.org/)**

  This podcast, founded in 2018, provides support and inspiration for people working in creative industries. Episodes often explore issues of diversity and inclusion within creative workspaces, as well as the importance of mental wellbeing for creativity.

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