

A UNIVERSITY WRITING CENTER MINI-COURSE

Answering Essay Questions: Reasoning and Strategies

1. An essay exam is designed not only to test your understanding of the facts and information covered in a course but your ability to construct a **clear, organized, and well-supported response**. Often you will be asked to **make sense of and analyze information rather than to simply list facts**. The following steps in responding to an essay exam will help you succeed:
2. Read the entire exam before you answer any individual question. Be sure to pay attention to the opening directions. Read and analyze each question carefully, making sure that you understand what the instructor is asking.
3. Seek clues to the answers in the questions themselves. Look at the verbs in the question--"discuss," "list," "cite," "analyze," "compare," "evaluate." (Know the meaning of these words **before** you take a test.) Look at the nouns--"main features," "the significance of," "which of three positions." Clear clues to the organization of your answer often lie within the question itself. For example, a question which reads, "What are the pros and cons of using pesticides to control mosquitoes?" is asking a student to discuss first then pros and then the cons and not simply one example of each. Three is usually the minimum when a number is not specified.
4. Budget your time. Consider which questions are easy and which are more difficult. A lot a given amount of time to each question, but not necessarily equal time to each.
5. Order your responses. Usually it is best to answer the easiest question first because it may save time. On the other hand, you may want to answer the most difficult question first because you know the most about it.
6. Before you answer a question, make an idea sheet. Jot down any facts, ideas, and specifics you have learned in your study which relate to the question asked. Do this quickly and sort the ideas later. Using our pesticide example above, a thinking student would jot down all the good reasons he or she could remember or think of for using pesticides to control mosquitoes, and then jot down all the ill effects on humans when those pesticides are used. In general, when you have several examples, start with your weakest example and move to your strongest. Saving the best evidence for last helps to keep your reader engaged.
7. Compose your response. Make a simple outline. The introductory paragraph should directly answer the question. Often turning the question into a statement will achieve this. Begin with a clearly stated topic sentence which answers the question and indicates the direction your response will take. Again, looking at our mosquito example, a student would need to consider his or her brainstorming evidence and come up with a topic sentence which accurately reflects the student's position. Possibilities include "New evidence shows that

Answering Multiple Questions In Essay Format

Felicity O'Dell, Annie Broadhead



Answering Multiple Questions In Essay Format:

, *ABC of Learning and Teaching in Medicine* Peter Cantillon, Diana F. Wood, 2011-07-08 The ABC of Learning and Teaching in Medicine is a fully revised succinct resource for both novice and experienced medical teachers It is an excellent introductory text for doctors and other health professionals starting out in their careers as well as offering teaching tips and new perspectives for busy practitioners wishing to keep abreast of developments in medical education The ABC emphasises the teacher's role as a facilitator of learning rather than a transmitter of knowledge It is designed to be practical and accessible and will support good teachers in becoming even better at what they do Each chapter seeks to explain how different aspects of learning and assessment work the theory as well as providing descriptions of educational approaches that work the practice This fully updated new edition features core medical education topics such as course design assessment learning in groups feedback and the creation of learning materials It also includes invaluable new chapters that address many of the challenges of medical education such as dealing with students in difficulty the teaching of professionalism in clinical settings and how to support the development of teachers Together these chapters represent an authoritative guide written by a team of educational experts of international renown and is suitable for all health professional educators

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focus is on relevant information and features designed to help students to identify the components of academic learning that contribute to high achievement to master and practice effective learning and study strategies and then to complete self management studies whereby they are taught a process for improving their academic behavior A framework organized around six components related to academic success motivation methods of learning time management control of the physical and social environment and monitoring performance makes it easy for students to understand what they need to do to become more successful in the classroom Pedagogical Features Exercises help students observe and evaluate their own learning and study skills Follow Up Activities guide students to apply the content to their own academic learning Designated Follow Up Activities help students identify topics to include in Self Management Studies Appendices provide information on how to conduct these studies and examples of studies conducted by students in a learning to learn course Student Reflections allow students to read about the experiences of other students as they attempt to change their behavior and become more successful students Chapter end Reviews provide a quick guide to specific procedures for implementing a given strategy Key

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Transition Exams thorough answer explanations and an online access to an overview of the Global History and Geography II Exam All Regents test dates for 2020 have been canceled Currently the State Education Department of New York has released tentative test dates for the 2021 Regents The dates are set for January 26 29 2021 June 15 25 2021 and August 12 13th This book features Four actual recently administered Regents Global History and Geography Transition Exams so students can get familiar with the test Thorough explanations for all answers Self analysis charts and Regents specifications grids to help identify strengths and weaknesses A detailed overview of the Transition Exam Test taking tips and helpful hints for answering all question types on the Transition Exam A thorough glossary that covers all important terms international organizations agreements and people from 1750 to the present A webpage that contains an overview of the Global History and Geography II Exam and answers to frequently asked questions about that version of the exam Looking for additional practice and review Check out Barron s Regents Global History and Geography Power Pack 2020 two volume set which includes Let s Review Regents Global History and Geography in addition to Regents Exams and Answers Global History and Geography

Doing Social Justice Education D. Scott Tharp, 2023-07-03 This book is principally written for entry level student affairs and non profit staff who develop and facilitate social justice education workshops and structured conversations as well as for student peer educators who are often employed to assist in the facilitation of such workshops for their peers It is suitable for anyone starting out to do such work It provides readers with a practical framework and hands on tools to craft effective and positive interventions and workshops that are relevant to context and are true to the facilitator s own circumstances It offers a succinct but comprehensive introduction to the planning design and facilitation of social justice experiences grounding readers in relevant theory taking into account participants prior understandings of issues of race and privilege institutional environment and campus climate and the facilitator s positionality It provides guidance on defining outcomes and developing content and exercises to achieve workshop goals Starting from the premise that the facilitation and delivery of social justice education experiences should be grounded in scholarship and that such experiences can only achieve their ends if crafted to meet the unique characteristics and circumstances of the institution and workshop participants the authors begin by synthesizing current theory on social justice education and cultural competence and then guiding readers on analyzing the context and purpose of their workshop They provide readers with an easy to follow five part framework to systematically design social justice education workshops and structured conversations and to assess the resulting learning Particularly valuable for those starting out in this work is guidance on facilitation and on the use and selection of exercises to align with goals and participants characteristics and social identities

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