

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

Allan Casson



Answering Multiple Questions In Essay Format:

Motivation and Learning Strategies for College Success Helena Seli, Myron H. Dembo, 2012-12-12 This popular text combines theory research and applications to teach college students how to become more self regulated learners Study skills are treated as a serious academic course of study Students learn about human motivation and learning as they improve their study skills The 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 regulation 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 include Exercises Follow Up Activities Student Reflections Chapter end Reviews Key Point and a Glossary New in the Fourth Edition More emphasis on research findings expanded discussion of motivation more emphasis on the impact of students use of social networking and technology research about neuroscience in relationship to motivation and learning new exercises including web based activities Companion Website including an Instructor s Manual

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

Motivation and Learning Strategies for College Success Myron H. Dembo, Helena Seli, 2004-03-05 A motivation and learning strategies textbook that bridges research and practice Motivation and Learning Strategies for College Success Second Edition teaches college students how to become more self directed learners Study skills are treated as a serious academic course Students learn about human motivation and learning as they improve their study skills The text does not offer recipes for success or lists of quick tips Rather the 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 performance makes it easy for students to understand what they need to do to become more successful in the classroom The text combines an overview of theory and research to help learners understand what factors determine or influence successful learning and why they are asked to use different study and learning strategies in the text with field tested exercises follow up activities and appendices that assist students in observing and changing their own behavior A separate Instructor s Manual provides helpful information for teaching the material includes additional exercises and experiences for students provides both objective and essay test questions and includes information on how students can maintain a portfolio to demonstrate their acquisition of learning and study skills and guidelines for helping students complete a self management study of their own behavior Handbook of Test Development Thomas M. Haladyna, Steven M. Downing, 2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance That is the mission of this book The Handbook of Test Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development This thirty two chapter volume is organized into six sections foundations content item development test design test production and administration and post test activities The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services item banking designing tests for small testing program and writing technical reports The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice These chapters also suggest best test development practices and highlight methods to improve test validity evidence This book is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups **Naval Training Bulletin** ,1953

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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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