



Writing Resource Packet

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How to ATTACK Essay Questions

- Highlight key directions (..what is the verb?)
- Circle key words/focus (...who/what is the power noun(s))
- Make one-word notes in the margin (serves as a frame of reference)
- Skip lines for corrections or additional ideas
- Use same words in the question within your response
- Use back of paper for additional information (pending time)

The best time for whereas: compare/contrast, differences/similarities

The best time for bullets/numbers: outline, list, chronological order, point outs

The best time for graphic representation: illustrate a point or example/evidence

****You are neither right nor wrong. Support your thoughts with research findings or someone else's theory. Make sure the citation is in the appropriate format.**

Remember, a **paragraph** includes *at least* 4-5 quality sentences. Make sure each statement forms a cohesive bond to develop a paragraph of value. Skimpy or disjointed sentence hinder the understanding of the topic being presented.

Check out the [visual thesaurus](http://www.visualthesaurus.com/) that can help you enrich your vocabulary on power nouns and verbs! (<http://www.visualthesaurus.com/>)

Power Words (*These are general, but your list should included key terms in your research area. In addition, you should add to the power words as your vocabulary expands.*)

Ambiguity	Theoretical	Conceivable	Adherence
Rapport	Dimensions	Innovative	Rhetoric
Competence	Linkage	Practitioners	Repressive
Continuous	Conceptual	Autonomy	Constructive
Framework	Implicit	Arbitrary	Disparate
Benchmark	Paradigm	Indicators	Cognizant

Power Verbs:

Suggested	Reviewed	Fostered	Informed
Described	Explained	Promoted	Compared
Believed	Declared	Developed	Observed
Investigated	Expressed	Designed	Collaborated
Cited	Proposed	Wrote	Raised the issue

Defined	Manipulated	Analyzed	Specialized
Recommended	Recorded	Participated	Stimulated
Indicated	Offered	Interpreted	Nurtured
Found	Planned	Assumed	Articulated
Noted	Delineated	Studied	Connoted
Highlighted	Recounted	Completed	Aspired
Discussed	Verified	Tested	Sustained
Stated	Reminded	Assessed	Reciprocated
Concluded	Inquired	Complied	Designated
Identified	Asked	Divided	Empowered
Encapsulated	Encouraged	Clarified	Resolved
Provided	Prepared	Cautioned	Exhibited
Addressed	Advised	Conversed	Prompted
Acknowledged	Coordinated	Validated	Coupled
Illustrated	Supported	Associated	Predicated
Responded	Restructured	Derived	Accommodated
Presented	Established	Integrated	Employed
Contrasted	Practiced	Confronted	Replicated
Emphasized	Avoided	Renewed	Emerged
Collected	Reported	Advocated	Diversified
Debated	Imagined	Executed	Concurred
Displayed	Evaluated	Initiated	Adhered
Released	Generated	Facilitated	Intensified
Arranged	Counseled	Touted	Thwarted
Organized	Determined	Veiled	

Sentence Starters:

Generalizations about _____

Interaction is essential _____

This shift reflected a _____

A debatable issue is _____

Compared to _____

The primary goal(s) of _____ is (are)

Those who argue in favor of _____ have found that _____

A related issue noted by _____ is

The most common _____

It is critical that _____

Over the years, _____

To summarize, _____

The theme this paper emphasized was _____

The influence of _____

The impact of _____

To enhance _____

To improve _____

To assist _____

To increase _____

As the previous section(s) indicated, _____

Recognizing the noted factors, _____

Merits should be given to _____

As it was noted, _____

Meanwhile, _____

Specified was (were) the _____

Numerous studies have shown _____

A significant feature of _____

Depending on the _____

The most recent _____ noted that

Numerous studies have attributed to _____

In regard to _____

Thus, _____

Therefore, _____

With appropriate educational experiences, _____

Effective communication/networking/interpersonal relationships (*choose one*)

_____ If given intermittent practice, _____

Similarly, _____

As a group, _____

Individually, _____

According to _____

Approximately _____

These items are typically classified into _____ components (categories)

This may be characterized in terms of _____

In recent years, _____

During recent years, _____

In general, _____

In terms of _____,

A major area of emphasis critical to _____

There is considerable debate about the extent to which _____

The available evidence (data) suggests that _____

Recent evidence suggest that _____

The following characteristics indicate that _____
 An important element to be shared is _____
 It has been perceived (*by whom?*) that _____
 Working together will _____
 One major concern is _____
 Frequently, _____
 One role of _____ is that of _____
 The primary function of _____
 It can be assumed that _____
 Consistently, _____
 A few factors to consider _____
 Often such _____
 As a first step, _____
 Generally, _____
 Normally, _____
 Typically, _____
 Noteworthy, _____
 Thought provoking is the notion that _____
 Several positive effects are evident, including _____
 Specifically, _____
 As previously discussed, _____
 At the time that _____
 It has been communicated _____
 It has been documented _____
 It has been reviewed _____
 It can be assumed that _____
 It can be concluded that _____
 Attention should be given to the issue (concept) that _____
 Finally, _____
 From the results, _____
 Furthermore, _____
 After careful review of _____
 In addition, _____
 The preceding information _____
 Several others noted that _____
 By examining the sequence of _____
 Although _____
 Another strategy is _____
 In the past, _____
 Increasingly, _____
 While most educators will agree that _____
 First and foremost, _____
 In the paragraphs that follow, _____
 The findings indicated _____
 When possible, _____
 Another view _____

However, _____
 The results _____
 Also, _____
 Similarly, _____
 Regardless of _____
 On the other hand, _____
 Much research is still needed to clarify _____
 Through these studies _____
 These are but a few of the numerous _____
 One feature _____
 Another area _____
 Fortunately _____
 It can be implied _____
 Unfortunately, _____
 Interestingly, _____
 One of the most important aspects of _____
 It has been established that _____
 Another consideration (view) (outlook) _____
 Another perspective by _____
 A contrasting view presented by _____
 It is essential that _____
 In comparison to _____
 In the past, _____
 Specifically, _____
 In general, _____
 In an attempt to _____
 One of the provisions _____
 A second important issue to address is _____
 Currently, _____
 Presently, _____
 As noted, _____
 Acknowledging _____
 Most recently, _____
 At the present, _____
 In the future, _____
 Research indicated _____
 It has been documented repeatedly that _____
 Earlier studies revealed that _____
 Initially, _____
 Mainly, _____
 However, _____
 The bulk of evidence indicated that _____
 Historical practices indicated that _____
 Much of the focus has been on _____
 Studies have found that _____
 This theme promotes _____

The exact purpose is _____
The primary purpose of _____ is _____
The establishment of _____ determined that _____
Another aspect _____
Regardless of _____
In conclusion, _____
Regarding _____, (who?) recommended _____
It is recommended that _____
To be considered is _____
It must be addressed that _____
Unknowing is _____
The base (core) (focus) of this research is the (highlight/point out, acknowledge)
