



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 include 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)
