

Course Assessment Paper 1301

Format and Answer Starters

Type each question then answer it. This format helps ensure all questions are answered, something not always done, leading to better scores.

A collection of answer starters to each question is provided. They are optional (you don't have to use them) but sometimes a little help at the start can ensure a better answer.

Part I. Introduction

- Describe in general the issue being debated.

Your first few sentences need to clearly tell what issue is being debated.

- a. "The general issue being debated is. . ."
- b. "The issue being discussed is. . ."
- c. "The topic in dispute is whether . . ."

Part II. Historical Debate

- What is the main argument in each perspective? On what points do they agree or disagree?

Now you're discussing each side's main arguments, and do the two perspectives agree on any points?

- a. "The South argued that . . ."
- b. "The southern states believed that they . . ."
- c. "The people of South Carolina claimed the federal government . . ."
- d. "On the other hand, the North declared that . . ."
- e. "However, President Lincoln saw the Union as . . ."
- f. "Lincoln argued that the uniting of the American states is . . ."

- What types of evidence do the authors use and does that evidence support their thesis?

Here you identify the "types of evidence" both sides used. Are they legal (constitutional), political, economic, etc. and does the evidence they've used support their view (thesis)?

- a. "The South argued using many proofs such as . . ."
- b. "Lincoln used the following evidences to make his case . . ."
- c. "The southern states used these arguments to support their position . . ." "The president countered by pointing to reasons such as . . ."

Part III. Conclusion

- How did your reading(s) change the way you understood the subject?

Key word is "change." Did you have an understanding of the subject that this assignment changed? If so explain. If you had little/no knowledge of the subject, explain how this assignment added to your understanding.

- a. "The articles have really helped me understand . . ."
- b. "After reading this, I saw just how important . . ."
- c. "After reading the passages, I realized that . . ."

- How are the issues presented in your readings still relevant to you today? Please explain how your personal background and life experiences might influence your perspective on this topic.

Think about current issues dealing with the balance of power between states and the federal government and/or states threatening to withdraw from the U.S. Does your personal/life experiences influence how you think about this subject?

a. "Some of the issues mentioned in these articles are still relevant due to (or because) . . ." "As for life experiences, I . . ."

- Imagine you have been asked to tackle a current national or global issue, how would you use what you've learned to help you do so?

Application question.

a. "Having read this, I would definitely look at . . ."

b. "What's been learned from this situation would lead me to . . ."

Closing Comments: Typing the questions then answer them helps alleviate the omissions and disorganization that characterize many papers, improving overall quality; and hopefully these sentence stems will get your answers started in the right direction.

Finally, remember the paper's length is based on the number of words (500+) not number of paragraphs. Five hundred double-spaced words in Times New Roman 11 font equals roughly one and a half typed pages. So be clear and concise (to the point) when answering each question. More words is not always better.