

## Answers to Exercise 3.3

**Identifying Different Types of Analysis Goals**

1. *Students will be able to organize a group of sentences into the categories simple, compound, complex.*

This is an example of classifying. Students are asked to organize sentences into superordinate categories.

2. *Given a group of statements, students will be able to generate conclusions that flow from them.*

This is an example of generalizing. Students are asked to translate specific information to a more general form.

3. *Students will be able to compare and contrast classical, romantic, and modern styles of music.*

This is an example of matching. Students are asked to examine similarities and differences between types of music.

4. *Students will be able to develop an office floor plan based on specific principles of communication and justify its layout.*

This is an example of specifying. Students are asked to reason from a set of principles to create a floor plan that fills a specific need and then justify the plan according to those principles.

5. *Students will describe how their observations are similar or dissimilar to others' observations.*

This is an example of matching. Students are asked to articulate similarities and differences.

6. *Students will be able to categorize types of statistical calculations according to their use.*

This is an example of classifying. Students are asked to organize information according to superordinate categories.

7. *Students will be able to identify and correct logical errors in a written argument.*

This is an example of analyzing errors. Students are asked to identify and correct errors.

8. *Students will be able to infer the global implications of a proposed energy technology.*

This is an example of generalizing. Students are asked to take current

information and speculate on its more general impact.

9. *Students will be able to judge what colors would best enhance a work space.*

This is an example of specifying. Students are asked to articulate a set of specifics in response to a given need and explain their conclusions.

10. *Students will be able to identify problems in the flow of their writing and correct them.*

This is an example of analyzing errors. Students are asked to identify and correct mistakes and problems in their work.