Stephen D. Brookfield and Stephen Preskill, in *Discussion as a Way of Teaching*, offer several types of questions that help keep class discussions moving. Questions that ask for more evidence encourage students to consider the sources for their interpretations and opinions. Questions that ask for clarification helps students refine their ideas by expressing them in different ways or by providing additional examples to explain their points. Brookfield and Preskill also discuss hypothetical questions, which “ask students to consider how changing the circumstances of a case might alter the outcome” (89). Related to hypothetical questions are cause-effect questions. You can ask, for example, “What would be the effect of ending this essay where it begins, or moving this section over here?” Particularly useful in composition classes are open questions and linking or extension questions. Open questions, Brookfield and Preskill note, often begin with *how* or *why* and draw on students’ problem-solving abilities (88). Instead of asking questions that elicit a yes/no answer or that encourage only one student to respond, try beginning a question with “Why do you think. . .?” This question format encourages more than one response because it assumes that students might actually have different thoughts on an issue. Open question then can be extended by linking questions, such as “Is there any connection between what you said and what Susan said earlier?”