

Fall
2011

Supplemental Learning Answer Keys

Skills4Success / College of the Canyons



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Avoiding Plagiarism – Worksheet Answer Key

The following passage is an excerpt from the article, “Driver Texting Now an Issue in the Back Seat,” by Matt Richtel, published in the New York *Times* newspaper on September 8, 2009. Read the passage. Then follow the instructions to complete the exercise.

PASSAGE: Studies show that people who talk on the phone while driving face four times as great a crash risk as those who do not. The risk is considerably higher for motorists who text. The federal government estimates that at any given time about 11 percent of drivers, or about two million people, are talking on a cell phone. Many of them are most likely doing so alone. Up to 85 percent of drivers have no passenger with them in the car, estimates the Virginia Tech Transportation Institute. But when an adult passenger is present, the Transportation Institute found, he or she can enhance safety — and reduce crash risk by up to 50 percent — by keeping eyes on the road, or encouraging safer behavior. That means that a friend or family member cajoling a motorist to put down the phone can provide a safety advantage, as long as the disagreement itself doesn’t escalate to the point of distraction. For all the evidence about the dangers of distracted driving, multitaskers say there are powerful forces — both social and economic — that make it hard to put their devices down.

1. In the space below, quote one sentence from the passage. Introduce the quote with a signal phrase (attributive tag) that contains the writer’s name. In your signal phrase, use an appropriate word or phrase from the following list.

Sample verbs to use in signal phrases: The author says, thinks, believes, claims, describes, shows, suggests, notes. Sample phrases to begin a signal phrase: According to Author X, . . . As Author X says, . . . In his article, Author X notes that . . .

According to Matt Richtel, author of “Driver Texting Now an Issue in the Back Seat,” “The federal government estimates that at any given time about 11 percent of drivers, or about two million people, are talking on a cell phone.” (Online articles require no page number.)

2. In the space below, paraphrase (in your own words) the first three sentences in the passage. Introduce your paraphrase with a signal phrase (attributive tag) that contains the author’s name and the name of the newspaper. Try to combine the three sentences into a single sentence of your own.

Over 2 million people in America use a cell phone while driving, and as a result they put their lives in danger, especially those who text while driving.

3. In the space below, summarize the entire passage (in your own words). Introduce your summary with a signal phrase (attributive tag) that contains the author’s name and the title of the article. Try to summarize the passage in about five sentences.

Matt Richtel, author of “Driver Texting Now an Issue in the Back Seat,” reports that over 2 million people in America use a cell phone while driving, according to government estimates. As a result, they put their lives in danger. The ones most at risk are those who text while driving. Interestingly, adult passengers can promote safety in the car by helping to watch the road and by encouraging the driver to stop using the phone. Drivers say that it would be very difficult to stop calling and texting while driving.

Avoiding Plagiarism – Quiz Answer Key

1. What is plagiarism? Define the term in the space below.

Plagiarism is the attempt to use the words or ideas of others without attributing the source of the information. Plagiarism can occur by using an author's exact words without identifying the source or by using the author's ideas, even if they are in your own words, without identifying the source.

2. Name three possible consequences of plagiarism.

- Essay will fail
- Student may fail the class
- Student's reputation is impugned
- Student may be suspended from the college
- The plagiarism act may be noted on a transcript

3. What are the key differences between quoting, paraphrasing, and summarizing?

- Quoting is using the exact words of the source and attributing them.
- Paraphrasing is putting the exact words of the source into your own words. It means changing the sentence structure, not just changing a few words from the original quote. You must identify the source.
- Summarizing means shortening or condensing the source material into an abbreviated synopsis, including only the key points. You must identify the source.

4. How can a signal phrase help you to avoid plagiarism?

The signal phrase is where you identify the material's author or title. If you do that, you will ensure that you have credited the source and avoided plagiarism.

Evaluating Online Sources – Answer Key

After the PowerPoint presentation, the instructor/tutor will show students a few Internet sources as illustrations of reliable and unreliable websites:

<http://www.epa.gov/climatechange>

Authority—yes, government; Objectivity—yes, fact rather than opinion; Currency—yes, recent update; Accuracy—yes, contact information and explanation of organization; Coverage—yes, thorough with related links and proper citations.

http://en.wikipedia.org/wiki/Global_warming (Tip: note the disclaimer at the bottom of the homepage);

Authority—no, anyone can post; Objectivity—yes, facts, but facts may change; Currency—yes, recent updates; Accuracy—no, disclaimer is posted; Coverage—yes, sources are cited, lots of links.

<http://www.globalwarming.org>

Authority—no, what is the Competitive Enterprise Institute? Featured global warming experts at CEI are its own directors; Objectivity—no, ad for a lawyer posted on homepage; Currency—yes, 2009; Accuracy—no, coverage is biased and linked to conservative organizations. Authors' qualifications are not listed; Coverage—no, lots of links, but only one perspective. No academic publications or institutions.

A. Students will work in pairs to determine whether three websites are reliable sources based on the evaluation criteria: accuracy, authority, objectivity, currency, and coverage.

1. <http://www.solutionsforclimatechange.com/natural-resources/species-biodiversity>

Does it have accuracy? Explain. Copyright 2008-2020 by Carolyn. Who is Carolyn Allen? No contact information.

Does it have authority? Explain. Yes, National Building Museum created by an Act of Congress in 1980; linked to US Climate Change Science Program.

Does it have objectivity? Explain. Limited. All articles written by one author. Non-profit. Links to educational and government sites.

Does it have currency? Explain. Yes, articles are current and updated.

Does it have coverage? Explain. Yes, detailed and thorough coverage. An archive of articles. Video; no fees required to view video.

2. <http://www.greenpeace.org/usa/campaigns/global-warming-and-energy>

Does it have accuracy? Explain. Yes, detailed contact information. Detailed history in “About Us.”

Does it have authority? Explain. Yes, an environmental non-profit organization. Staff credentials are listed.

Does it have objectivity? Explain. No. liberal bias. Includes requests for donations and calls to action.

Does it have currency? Explain. Yes, current, up-to-date information with yearly annual reports listed.

Does it have coverage? Explain. Detailed and thorough coverage of topics, but with bias. No fees required to view video.

3. <http://www.ncdc.noaa.gov/oa/climate/globalwarming.html>

Does it have accuracy? Explain. Yes, National Oceanic and Atmospheric Administration is a governmental agency. Contact information provided.

Does it have authority? Explain. Yes, an open access statement provides detailed information about the organization.

Does it have objectivity? Explain. Yes, it advocates scientific peer review process and does not hold a biased point of view.

Does it have currency? Explain. Yes, all links work and information is current and drawn from national and international scholarly bodies.

Does it have coverage? Explain. Yes, thorough detailed information with helpful graphs and charts as well as text.

B. Evaluating Online Sources/Check for understanding: Perform your own Internet search on the topic of global warming to locate one reliable source. You may use any or all of the following:

1. An Internet browser search such as Yahoo or Google
2. An **Issues and Controversies** search (through the COC library website) (<http://www.canyons.edu/library>)
3. A **ProQuest** search (through the website of the COC library) (<http://www.canyons.edu/library>)

Once you have selected a website that you think qualifies as a reliable source, write the name of the website and its web address below. Then write a 3-4 sentence description of the reasons you think that this source meets the five criteria of accuracy, authority, objectivity, currency, and coverage.

(Students look up a website of their choice; responses will vary.)

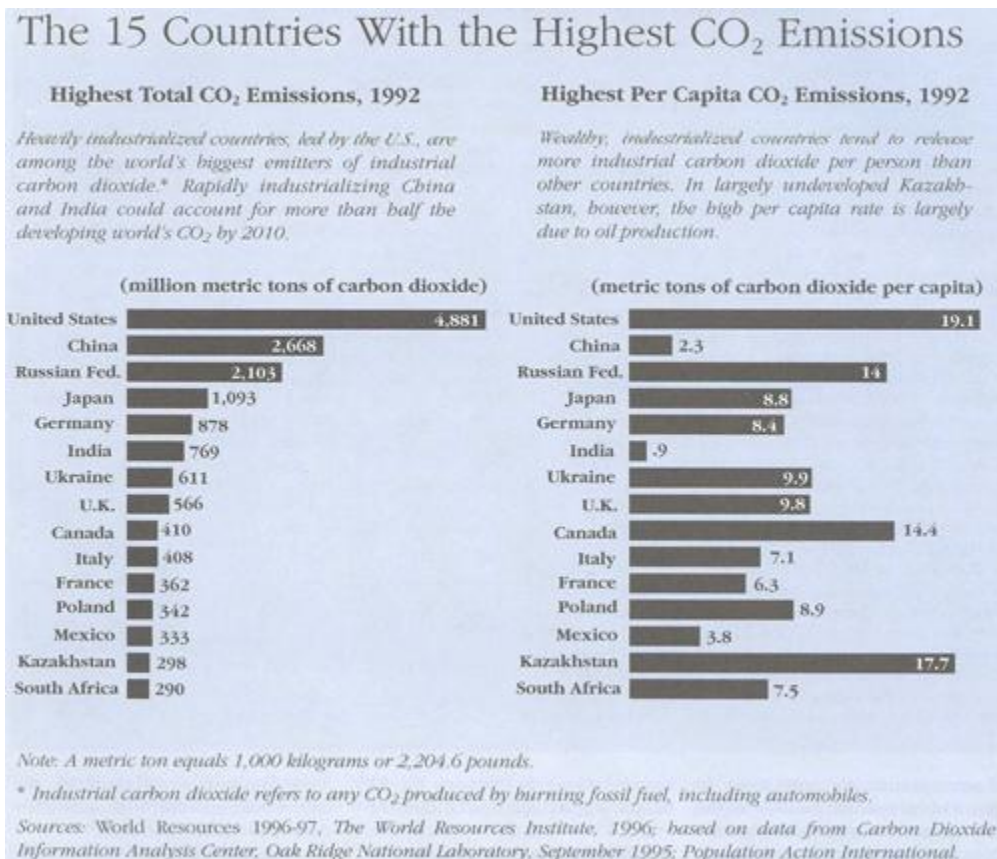
Note-Taking – Sample Worksheet Key

<u>Recall</u>	<u>Notes</u>
<p>What's the difference between result and conclusion?</p> <p>What are the 6 steps in the Scientific Method?</p> <p>What occurs at each step?</p>	<p style="text-align: right;">Scientific Method (OQHERC)</p> <p><u>Observation</u>—lots of butterflies fly in street Jake falls asleep in class Giraffes have long necks</p> <p><u>Question</u>—why do butterflies fly here? Why does Jake fall asleep every day in class? Why do giraffes have long necks?</p> <p><u>Hypothesis</u>—Butterflies hatched. A monster brought them. Jake sleeps because</p> <ol style="list-style-type: none"> 1) Jake sits in back of class and not engaged. 2) Jake eats lunch before class. Digesting so not listening. <p>Giraffes' long necks—</p> <ol style="list-style-type: none"> 1) due to natural selection. Can eat more vegetation with long necks and so survive and pass on genes. <p><u>Experiment</u>— Test hypothesis</p> <ol style="list-style-type: none"> 1) move Jake to the front of the room OR 2) have Jake eat lunch after class. <p>Giraffes—Observe giraffes' eating habits</p> <p><u>Result</u>—gather results to see if data supports or refutes hypothesis</p> <ol style="list-style-type: none"> 1) Jake still falls asleep even when he sits in front of the class. 2) Jake still falls asleep even when he eats after class; now he's sleepy and hungry. <p><u>Conclusion</u> Jake—Tests show it's his biorhythm. No matter what he does, he has low energy at this time.</p> <p>Data (graph) shows that giraffes eat more of their food at chest level, both males and females. Results of both experiments show that the hypothesis is incorrect. Must develop a new hypothesis and test it.</p> <p><u>Conclusion</u> Jake—it's his biorhythm. No matter what he does, he has low energy at this time. Giraffe—data shows that it is natural selection, but not based on food. Males fight for the privilege to mate, and the ones with the longer necks win.</p>
<p style="text-align: center;"><u>Summary</u></p> <p>Observation—Watch and be curious about some phenomenon. Make an observation.</p> <p>Question—Why is this phenomenon occurring?</p> <p>Hypothesis—Formulate a reason for the phenomenon occurring. A guess. May need to reformulate the hypothesis if the results refute it.</p> <p>Experiment—Test hypothesis to see if it is true. Does the data show that the hypothesis is true?</p> <p>Result—What the data reveals. Results of experiments.</p> <p>Conclusion—A reasonable answer to the question based on the results of the experiment.</p>	

Online Research – Answer Key

Topic A: Global Warming (search for statistics concerning global warming in the United States)

- **Key words**—climate change, global warming, greenhouse gases
- **Databases**—Issues and Controversies, CQ Researcher, ProQuest
- **Relevant charts**—



Top Greenhouse Gas Emitters

The United States, China and the 25-member European Union emit half of the world's CO₂ and other greenhouse gases (GHGs). Wealthier countries tend to have higher rates of consumption and more energy-intensive lifestyles, thus generating more emissions. Australia, the United States and Canada have some of the highest per-capita emissions. By contrast, the four largest developing countries — China, India, Indonesia and Brazil — account for 44 percent of Earth's population but only 24 percent of global emissions.

Country	Percent of world GHGs	Tons of carbon emissions per capita
United States	20.6%	6.6
China	14.8	1.1
European Union	14.0	2.8
Russia	5.7	3.6
India	5.5	0.5
Japan	4.0	2.9
Germany	2.9	3.2
Brazil	2.5	1.3
Canada	2.1	6.3
United Kingdom	2.0	3.1
Italy	1.6	2.5
South Korea	1.6	3.1
Ukraine	1.6	2.9
Mexico	1.5	1.4
France	1.5	2.3
Indonesia	1.5	0.7
Australia	1.4	6.8
Iran	1.3	1.9
South Africa	1.2	2.6
Spain	1.1	2.6

Source: Pew Center on Global Climate Change, "Climate Data: Insights and Observations," December 2004

Topic B: Legalizing Marijuana: the debate (find an essay that presents both sides of the argument)

- **Key words**—legalizing marijuana, medical marijuana, marijuana laws, drug legalization
- **Databases**—Issues and Controversies, CQ Researcher
- **Both sides of the issue**—

CON:

- Smoking **marijuana** is more dangerous than smoking tobacco, opponents assert, because **marijuana** cigarettes contain even more carcinogenic (cancer-causing) substances than tobacco ones. All major

medical associations, including the American Cancer Society and the National Eye Institute, oppose medical-**marijuana** use. (CQ Researcher—"Medical Marijuana")

- Opponents of drug legalization point to these statistics when arguing that legalizing drugs will encourage increased use among adolescents more than any other group. Although **marijuana** use is on the rise, the rate of high school seniors who report using illicit drugs is much lower than the level of alcohol and cigarette use. **Legalize** these illicit drugs and make them more easily obtainable by adults, and drug abuse among adolescents eager to experiment will only rise, opponents say. (Issues and Controversies—"Drug Legalization")

PRO:

- Take away the profit margin by decriminalizing drugs and lowering their prices and the intense competition is removed and the lucrative black market is destroyed, drug-legalization proponents argue. Needless violence will then be reduced, they say. To back up their arguments, proponents of legalization point to the years between 1919 and 1933, when the sale of alcohol was prohibited in the U.S. Organized crime surged then as gangs profited heavily from trafficking illegal alcohol, and many people were killed in the violent battles between rival gangs. (Issues and Controversies—"Drug Legalization")
- Meanwhile, a 1982 IOM report on medicinal marijuana, "Marijuana and Health," said cannabis and its derivatives have "shown promise in the treatment of a variety of disorders," including some kinds of glaucoma, severe asthma, chemotherapy-induced nausea, seizures and other nervous-system disorders. "Marijuana has been accepted as capable of relieving distress of great numbers of very ill people, and doing so with safety under medical supervision," Young continued. (CQ Researcher—"Marijuana laws")

Topic C: Student Right to Free Speech (search for relevant journal articles and identify one U.S. Supreme Court case that deals with this topic)

- **Key words**—supreme court decisions and student free speech, Proquest Advanced Search, "Supreme Court decisions" and "students"
- **Databases**—ProQuest, CQ Researcher, Issues and Controversies
- **Court case**

The appellate court in Harper ruled in favor of school authorities who prohibited a **student** from wearing a T-shirt with phrases that besmirched homosexuality (e.g., "Homosexuality Is Shameful, Romans 1:27" and "Be Ashamed, Our School Embraced What God Has Condemned").⁹ Instead of relying on Tinker's disruption standard, the court relied on Tinker's second prong allowing school authorities to curtail **student** expression that collides with the rights of others.¹⁰ The court reasoned the messages on the shirt interfered with the rights of others "in the most fundamental way" and concluded that "[p]ublic school **students** who may be injured by verbal assaults on the basis of a core identifying characteristic such as race, religion, or sexual orientation, have a right to be free from such attacks while on school campuses."¹¹

Curtailing Degrading Student Expression: Is a Link to a Disruption Required?

Martha McCarthy. **Journal of Law and Education**. Baltimore: Oct 2009. Vol. 38, Iss. 4; pg. 607, 15 pgs

Topic D: Women in Shakespeare (find relevant journal articles)

- **Key words**—women in Shakespeare, Shakespeare and feminism, Shakespeare and women
- **Databases**—ProQuest
- **Relevant journal articles**

Modern Language Review “The Merry Wife of William”

Shakespeare Quarterly “Shakespeare and Women”

American Theater “Enter the Body: Women and Representation on Shakespeare’s Stage”

Outlining Readings – Section A Worksheet Key

Passage #1 (from Nicholas Kristof, “Our Gas Guzzlers, Our Lives”)

Main Idea: I. Burundi: poorest country in world

- A. Income = \$300/yr
- B. 1 child/5 dies B4 five
- C. Life expectancy = 45

Passage #2 (Jonathan Rauch, “Will Frankenfood Save the Planet?”)

Main Idea: I. Farming (various types) > pressure on planet

- A. Organic farming
 - 1. manure > water/food pollution
- B. Traditional farmers
 - 1. ploughing > env. problems
- C. Low-input agriculture
 - 1. > more land used

Passage #3 (from Rachel Carson, “The Obligation to Endure”)

Main Idea: I. Single-crop farming > increase in insect pop.

- A. S-C not based on natural checks that keep species in bounds
 - 1. Nature = limit on amt. of suitable habitat for a species
 - 2. S-C = “engineering”
 - a. Oversimplification of habitat > fewer checks
 - b. Wheat-eating insects increase in pop.

Outlining Readings – Section B Sample Worksheet Key

1908: The Monetary Commission

In 1907 a severe financial panic jolted Wall Street and forced several banks into failure. This panic, however, did not trigger a broader economic collapse. Yet, the simultaneous occurrence of general prosperity with a crisis in the nation's financial centers did persuade many Americans that their banking structure was sadly out of date and in need of major reform.

- 1907 financial panic
 - banks fail but no broad economic collapse
 - contrast: prosperity/banks failing > demand for reform

In 1908 it passed the Aldrich-Vreeland Act, which was designed to make the money supply somewhat more elastic during emergency currency shortages. This was not financial reform but a temporary palliative. Another provision of the law created the National Monetary Commission. This body, composed of nine senators and nine members of the House of Representatives, had the responsibility of making a comprehensive study of the necessary and desirable changes in the money and banking system of the United States.

- | | |
|------------------------------|---|
| I. 1908 Aldrich-Vreeland Act | (sections "a" and "b" are two goals of Act) |
| a. > elastic \$ supply | (> represents purpose of Act) |
| - palliative | ("palliative" is new vocab to learn) |
| b. Monetary Commission | |
| - > study changes | (> represents purpose of Commission) |

The chairman and dominant member of the commission was Senator Nelson W. Aldrich of Rhode Island, the single most powerful member of the United States Senate and a pillar of the eastern establishment. Aldrich's prominence and power sharply reflected the political controversies of the period. In the 1890s, the rural populists of the South and West had challenged the institutions and the power of finance and business, for they felt that the wealth and "special privileges" enjoyed by the few were resulting in the exploitation of the many.

- | | |
|-----------------------------|---|
| I. 1890s populist challenge | |
| a. privileges/exploitation | (note that the main point is not on the first line) |
| - Senator Aldrich | (note that Aldrich is an example, so more indented) |

In the first decade of the twentieth century, the progressive movement—more broadly based than the populists, better educated, more urban, and more sophisticated in understanding and in using political power—won control of many state governments and elected many senators and representatives. Though the progressive movement comprised a diversity of people and took a variety of forms, its major purpose was to limit and regulate the new aggregations of economic and political power which the growth of industrial America has spawned.

- I. Progressive movement ↑ pwr. 20th. cent.
 - a. > regulate pwr. (> represents purpose of progressives)
 - progressives > ed. & urb. than populists (contrast with populists is detail info.)

In the bitter controversies between the progressives, who generally represented the small businessman and the small town and farming population, and the conservatives, who generally represented the most powerful business and banking groups of the large eastern cities, Aldrich was a central figure. The Rhode Island senator was one of the most prominent critics of the progressives, and the progressives, in turn, found Aldrich to be one of the most bitter and stalwart champions of American conservatism. (The marriage of Aldrich's only daughter to John D. Rockefeller, Jr., further convinced many Americans that Aldrich was the champion of the rich and financially secure.)

- I. Aldrich central to controversies of progressives vs. conservatives
 - a. Progressives = small business + farms
 - b. Conservatives = large business + banks
 - Aldrich = conservative + critic of progressives (underline = intensity)
 - A. married to a Rockefeller, seen as champion of \$ (\$ = the rich)

In short, the need for financial reform had become most evident just when the progressives were attempting to limit the power of the financial community. While most bankers were interested in reforming the financial structure of the nation to make it more efficient and centralized, the progressives were interested in reforming the financial structure by making the banking system less powerful. The National Monetary Commission, under Aldrich's direction, was empowered to undertake a broad study of the nation's financial needs; while the bankers generally applauded the Commission, the progressives viewed it with suspicion, believing that anything that Aldrich and the banking community supported would serve their narrow interests rather than the interests of the American people.

- I. Bankers + progressives clash re: \$ reform efforts
 - a. Bankers > for centralization
 - b. Progr.> for taking power away from banks
 - Aldrich led National Monetary Commission (study reform): banks pro ↔ progr. con

Outlining Your Essay – “Benefits of Exercise”

Brainstorming Answer Key

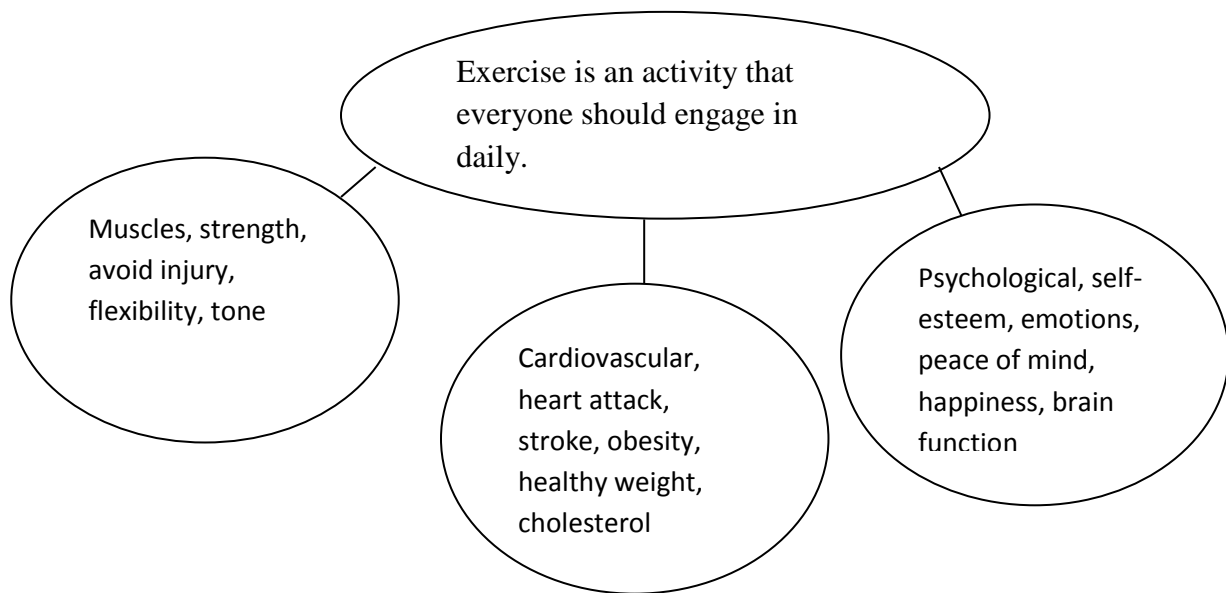
Imagine that you are writing an essay about the benefits of daily exercise. Your main idea, or thesis, will be “Exercise is an activity that everyone should engage in daily.”

Brainstorm as many ideas as you can that support the thesis. Write them on the lines below. Your instructor will review with you the additional ideas.

Muscles	Healthy weight	Self-esteem
Strength	Psychological	Emotions
Cardiovascular	Peace of mind	Happiness
Heart attack	Lungs	Flexibility
Stroke	Avoid injury	Cholesterol
Obesity	Brain function	

(Sample Bubble Cluster)

Note: Both “physical” topics could be combined into one bubble for a two-bubble outline.



Outlining Your Essay – “Benefits of Exercise” Outline

Answer Key

Thesis Statement: Exercise is an activity that everyone should engage in daily.

I. Body Paragraph One (first reason):

Topic Sentence (a sentence that summarizes ideas in one bubble):

One benefit of exercising daily is optimum physical health.

Supporting Ideas or Examples for First Reason:

- A.** Exercising tones muscles and strengthens them so that injuries can be avoided.
- B.** Exercising maintains a healthy body weight, which promotes low cholesterol and reduces the risk of heart attack or stroke.

II. Body Paragraph Two (second reason):

Topic Sentence (a sentence that summarizes ideas in one bubble):

Another benefit of exercising is psychological well-being.

Supporting Ideas or Examples for Second Reason:

- A.** Exercising frees the mind and helps to put problems and difficulties in perspective.
- B.** Endorphins are released; this provides a feeling of happiness and peace of mind.

Outlining Your Essay – “Drinking Age” Outline

Answer Key

Thesis: The United States should lower the drinking age to eighteen.

I. Body Paragraph One:

Topic Sentence: The most significant reason to lower the drinking age is that eighteen year olds are considered adults and are given several important responsibilities at this age.

Supporting Points (examples, facts, statistics)

- A. Citizens can perform important civic duties such as vote and enter the military.
- B. They can also make important personal decisions such as choosing to marry, purchase a gun, or even smoke cigarettes.

II. Body Paragraph Two:

Topic Sentence: In addition, lowering the drinking age would align the United States with other countries nationwide that allow drinking at age eighteen.

Supporting Points (examples, facts, statistics)

- A. Other countries that have a lower drinking age do not have widespread problems with alcoholism and their teens are typically intolerant of excessive drinking.
- B. Allowing eighteen year olds to drink legally in public eliminates the need to binge drink secretly in unsafe environments.

Thesis: The United States should not lower the drinking age to eighteen.

I. Body Paragraph One:

Topic Sentence: One of the most significant reasons to maintain the drinking age is safety on the road.

Supporting Points (examples, facts, statistics)

- A. According to the National Highway Transportation Safety Administration, “alcohol-related car crashes among drivers aged 16 to 20 declined by 61% from 1982 to 1998 (“Minimum Drinking Age”).
- B. The NHTS estimates that 23,000 car accidents have been prevented as a result of the current law on drinking age enacted in 1975.

II. Body Paragraph Two:

Topic Sentence: In addition, maintaining the drinking age would be beneficial for the physical development of young people, especially brain development.

Supporting Points (examples, facts, statistics)

- A. According to research by Mothers Against Drunk Driving, “there is scientific evidence that the brain does not fully mature until a person reaches the age of 21, on average” (“Minimum Drinking Age”).
- B. Excessive alcohol at a young age can lead to memory loss, brain damage, and impaired motor skills.

Preparing for Finals – Exercise 2A Sample Answer Key

“A” LIST

- Study for final test that counts for 50% of grade.
- Write an eight-page essay for English.
- Do my laundry.

“B” LIST

- Prepare for a quiz in Biology that counts for 2-1/2% of grade.
- Schedule an appointment with a professor to talk about issues that affect my final grade.
- Complete a journal entry that counts for 5% of my grade.

“C” LIST

- Reorganize my iPod playlist.
- Email a high school friend on another campus.
- Take my car to Jiffy Lube for an oil change.
- Take my grandmother to the grocery store. (Can my brother do this?)
- Check out transfer requirements of four-year colleges.
- Do some early holiday shopping before stores get too crowded
Drop my sister off at the airport. (Can my dad do this?)

Reading Textbooks — Sample Worksheet Key

Think Aloud Model #1

1. Considered the title of the excerpt to find meaning
2. Willing to go on despite not fully understanding
3. Come back to unfamiliar vocabulary word
4. Decode root of vocabulary word
5. Paraphrase passage in her own words
6. Look up important unfamiliar words
7. Find tone in the words and sentences used
8. Predict what the rest of the passage is about

Think Aloud Model #2

1. Recall past experience with the concept
2. Make a drawing or visual image of the concept
3. Decode root unfamiliar vocabulary using root
4. Summarize information in a short passage
5. Make a list to learn the unfamiliar terms
6. Read topic headings

Remembering What You Read – Sample Answer Key

Hannah's Imaginary Journal

I am reading about the Gold Rush in California. I'm sitting in my kitchen at the table. My brother is home and he is watching TV. I start to read the first page and get to the third paragraph. Then my mind drifts to how easy my brother has it. He never has as much homework as I do. When I reach the bottom of the page, I realize that I hadn't been concentrating on what I was reading. I turn the page and begin reading the first paragraph. It is interesting, about the hardships that miners had to face. I start to think about being a miner and whether I would be successful, how I would endure the challenges. By the time I get to the bottom of the page, I realize again that I had not been concentrating. When I finish the reading assignment, I remember very little about what I read. I don't think my teacher will believe me that I read the entire chapter.

Keith's Response

Hi Hannah,

I see the problem you are having. It isn't that you are not spending the time to read. It's that you are not reading effectively. Your mind drifts off. Then you catch yourself, but you don't reread the parts where you drifted off. I know it takes more time, but if you drift, you need to reread those parts so you understand the chapter. Also, if you take notes in the margins or on a piece of paper, it will help to keep you awake. I know having a pencil in my hand and taking notes helps keep me focused. Pretend you are having a conversation with the author. Ask questions and note when something strikes you as interesting or note when you agree or disagree. If you are talking with the book, it may help to keep you engaged with the material. Also, think about when and where you are reading. Is it late and you're tired? Are you distracted by the TV or other noise in the background? I know you can do this. It's just a matter of cultivating new reading habits.

Test-Taking Strategies – Practice Questions Answer Key

Remember your strengths as discussed earlier?

- Are you cautious, thorough, and attentive to facts and details? OR
- Do you work quickly, get impressions, and focus on concepts and connections?

Find a balance—use some of each to maximize your test-taking skills!

1. A developmental task of older adults, according to Erikson, is:

- (a) Establishing trust
- (b) Becoming dependent
- (c) Reconciling one's own life
- (d) Assisting grown children

Know Your Strengths: If you read carefully, you won't miss clue in the stem. (It's the word *older*.)

Answer: (c) **Reconciling one's own life** (an end-of-life activity)

2. In relation to Erikson's developmental theory, a question that relates to the task of the school-age child is:

- (a) "Who am I?"
- (b) "What can I do?"
- (c) "Whom can I trust?"
- (d) "What have I done?"

Know Your Strengths: This requires thinking about the concept *school-age*. It's a clue in the stem. Also, notice that options (b) and (d) are opposites, so one of those is likely to be the right answer. (*What can I do?* is about the present. *What have I done?* is about the past.)

Answer: (b) **"What can I do?"** (industry vs. inferiority; competence, perseverance)

3. The process of growth and development follows a pattern that is:

- (a) Uncertain
- (b) Unpredictable
- (c) Based on motivation
- (d) Influenced by the previous step

Know Your Strengths: If you work too quickly, you might be attracted to one of the first two options and not even read the others. Options (a) and (b) are similar and equally plausible. That means neither one can be the best answer.

Answer: (d) **Influenced by the previous step**

4. Which best describes the sociologic phenomenon of judging the behavior of other groups by one's own standards?

- (a) Cultural integration
- (b) Cultural universals
- (c) Counterculture
- (d) Ethnocentrism

Know Your Strengths: Be thorough. Notice the priority word in the stem (*best*). Also, one option deserves extra consideration because it is unique.

Answer: (d) **Ethnocentrism** (unique because it does not include any form of culture)

Test-Taking Skills – Quiz Answer Key

1. It is **best** to answer test questions in numerical order, no matter how much time each one takes.
TRUE FALSE
2. Which of the following is **not** a good multiple-choice question technique?
 - a. Read the stem carefully
 - b. Read through the options before choosing one
 - c. **Never choose the longest option**
 - d. Answer the question mentally before looking at the options
3. Reading test directions takes too much time and can be avoided without consequences.
TRUE FALSE
4. **After** answering an essay question,
 - a. read through all the questions
 - b. outline or plan your answer
 - c. decide how much time you will spend writing it
 - d. **proofread your writing**
5. If you're not sure of the answer to a multiple-choice question, you can narrow down the possible options by eliminating options you know are wrong.
TRUE FALSE
6. **Before** a test, it's good to do all of the following except:
 - a. **check your answer sheet for questions you may have missed**
 - b. get a good night's sleep
 - c. exercise regularly
 - d. make sure you know what the test will cover
7. **Always** change your answer on a multiple-choice question if you think it might be wrong.
TRUE FALSE
8. When you arrive early for a test, it is likely that you will:
 - a. have to take the last open seat in the classroom
 - b. have to sit where the light is not good
 - c. **be able to choose your favorite spot**
 - d. not have time to make sure you understand the test directions
9. It is important to take time to read an essay question carefully so your answer will be focused and clear.
TRUE FALSE

Timed Writing – Worksheet A / Sample Answer Key

- (a) Students attending community colleges face many challenges. Fortunately, however, colleges like College of the Canyons offer many different services to students, such as financial aid, tutoring, and counseling. (1) Identify two services offered at College of the Canyons, and (2) explain what each one provides to students. Then (3) choose one of these, and (4) describe how it has helped you to overcome a personal challenge.

College of the Canyons offers many different services to help students face the challenges of going to college.

A. Financial Aid (service)

1. Provides resources to cover books and tuition
2. May provide assistance such as food vouchers or childcare
3. Helps to secure grants or scholarships
4. Relieves students of the financial pressure so they can focus on their studies

B. Tutoring (service)

1. TLC provides access to computers, printers and online research
2. Tutors are available for most subjects and tutors provide one-on-one assistance
3. Small study groups with a tutor in math

C. Tutoring - helped me overcome a personal challenge with math

1. Gave me encouragement and confidence
2. Helped me to review skills
3. Provided a place for me to complete homework and ask questions if I got stuck

- (b) College expenses can put a strain on a student's budget. (1) Identify two college expenses that have affected you, (2) explain the challenges they create for you, and then (3) describe how you have tried to overcome those challenges.

College expenses can put a strain on a student's budget. Two expenses that have impacted me are tuition and the cost of textbooks.

A. Tuition

1. Tuition each semester costs about \$300
2. Must work extra hours to save for tuition
3. Leaves less time for studying

B. Textbook Costs

1. Textbooks each semester cost more than tuition
2. May not be able to purchase all textbooks at the beginning of the semester
3. Get behind in studies

C. I have overcome these challenges in several ways

1. I budget money out of my paycheck each week to save for tuition
2. I asked my parents for some financial help
3. I buy used books whenever possible and sell back the ones I don't think I will need

- (c) The Internet provides many opportunities for people to connect with others via “social networking” websites like Facebook and MySpace. However, some people feel that privacy has become an issue on some of these websites, and they have concluded that they are too risky to use. (1) Choose one social networking site, and (2) argue whether or not a person would be safe using it. Give reasons for your position.

Although some people feel that social networking sites are too risky to use, the privacy of people who use Facebook is quite secure.

- A. Facebook users can limit who can access their personal Facebook pages
 - 1. Profile page
 - 2. Wall page
- B. Facebook users can control their contacts and contact information
 - 1. Can block certain people from contacting them
 - 2. Can prevent people from viewing contact information, such as phone number and email address
- C. Facebook users can control the information available to outside parties
 - 1. Applications
 - 2. Websites
 - 3. Advertisers

Apostrophes – Worksheet Answer Key

Underline or circle the correct answer.

1. (Bill, Bill's, Bills') desk is covered with stacks of paper.
2. My two (sisters, sister's, sisters') books were scattered all over the front porch.
3. Miguel was inspired by (Jesus', Jesus's) success.
4. Our (state, state's, states') water supply must be conserved during this shortage.
5. George (wants, want's, wants') to buy a new car.
6. My (turtle, turtle's, turtles') bowl needs to be cleaned.
7. Three (officers, officer's, officers') vehicles were damaged in the high speed chase.
8. That (cups, cup's, cups') handle is broken.
9. (Charles', Charles's, Charles) mom went back to college when she was forty.
10. Many (worker, worker's, workers') wages were cut during the recession.
11. (It's, Its) a beautiful, sunny day today.
12. The company offered (its, it's) employees an early retirement plan.
13. (They're, Their) the most talented players on (they're, their) team.
14. Please (dont, don't) walk on the carpet with those muddy boots.
15. I wonder (who's, whose) texting me at three in the morning?
16. (Whose, Who's) cell phone is this?
17. The (women's, womens') poker club has five members.
18. Rosemary ate an entire box of (Oreos, Oreo's, Oreos').
19. He enjoys music that was popular in the (1970s, 1970's, 1970s').
20. When she writes, she draws hearts to dot her (is, i's).

Apostrophes – Quiz Answer Key

1. What are the two main purposes of the apostrophe?
 - Possession (to show ownership)
 - Contractions (to join two words into one)
2. Write two short sentences that demonstrate proper apostrophe use, one using a contraction and one using a possessive.

Sample answers:

- I hope they're going to the party.
- The team's award was displayed in the trophy case.

Avoiding Run-on Sentences – Sentence Strips Activity

Answer Key

1. The weather will be warm and sunny tomorrow my cousin and I will leave early in the morning and drive to the beach.
 - If Since or Because the weather will be warm...
 - , so
 - ; therefore,
 - . with capital letter, beginning “My cousin . . .”
 - ; my cousin
2. Many students want to attend college and earn a degree they cannot afford to pay the skyrocketing costs of tuition and books.
 - Although or Even though many students...
 - , but
 - ; however,
 - . with capital letter, beginning “They cannot . . .”
 - ; they
3. We must eliminate online cyber bullying at sites like Myspace and Facebook thousands of people may suffer abuse or physical violence.
 - ; thousands
4. A healthy lifestyle includes exercising daily it includes eating more vegetables and less fast food.
 - A healthy lifestyle includes exercising daily as well as eating... or while eating...
(NOTE: eliminate “It includes” with these choices)
 - , and
 - ; in addition, ; also,
 - . with a capital letter, beginning “It includes . . .”
 - ; it includes

Avoiding Run-on Sentences – Quiz Answer Key

In each exercise below you will be using four of the five techniques for correcting run-ons:

- Period and capital letter starting the second sentence
- Semi-colon with transition word
- comma with coordinating conjunction
- subordinating conjunction

Exercise 1 - Choosing the best option from the box, correct each of the four run-on sentences below, using each option only once. Insert the word and/or punctuation where it is needed.

.	; fortunately,	, but	while
---	----------------	-------	-------

1. Mariah kissed his forehead and quietly walked out of the hospital room (. It) would be the last time she saw him.
2. (While) the fire blazed brilliantly into the night and covered the roads with gray ash, firefighters battled courageously to save the four homes in its path. (“While” can also be placed after “ash.” The comma would be omitted.)
3. The charitable organization requested funds to assist patients undergoing cancer treatment (; fortunately,) a wealthy benefactor donated one million dollars which provided care to hundreds of patients.
4. The quiet little girl sat alone on the playground and looked eagerly at the girls jumping rope (,but) no one asked her to join them.

Exercise 2 - Choosing the best option from the box, correct each of the four run-on sentences below, using each option only once. Insert the word and/or punctuation where it is needed.

; furthermore,	, or	.	because
----------------	------	---	---------

1. The young bride beamed joyously as she walked down the aisle of the church (. The) the groom, however, fidgeted nervously and adjusted his tie.
2. Credit card debt has soared in recent years because many Americans have lost their jobs and cannot pay their home mortgage and household expenses.
3. Many feel that as global citizens we must work together to take care of the planet (, or) the planet will not be able to sustain its population in the century to come.
4. The final exam was difficult and included one hundred problems (; furthermore,) it was a timed test which allowed only two minutes to complete each problem.

Commas and Quotations – Guide Answer Key

COMMA USE #1: A JOINER: Mini-Quiz 1: Where do the commas belong?

- ☐ Yoda said, “Do not judge me by my size, for my ally is the force.”
- ☐ Studio executives wanted Chewbacca to wear shorts, but George Lucas vetoed the idea.
- ☐ My daughter was Princess Leia for Halloween, and my son was Hans Solo.
- ☐ Margo never saw *Star Wars* in the theater, nor had she ever rented the DVD.
- ☐ Either you take me to see *Star Wars*, or I will go by myself!
- ☐ *Star Wars* made over 300 million dollars, yet it only cost eight million to produce.
- ☐ My cousin loved *Star Wars*, so he saw it over 100 times.

COMMA USE #2: AN INTRODUCER: Mini-Quiz 2: Where do the commas belong?

- ☐ On the first day of basketball season, Joan was so happy that she could not stop smiling.
- ☐ If Ron could find time to practice, he would be a better player.
- ☐ Without jalapenos, that guacamole will be bland.

COMMA USE #3: A LISTER: Mini-Quiz 3: Where do the commas belong?

- ☐ Both the Los Angeles Lakers and the Los Angeles Sparks wear purple and gold uniforms.
- ☐ The Sparks, the Lakers, and the Clippers all play at Staples Center.
- ☐ Jane is either watching the game with her friends, enjoying it with her family at home, or sitting in Staples Center with her boyfriend.

COMMA USE #4: AN INTERRUPTER: Mini-Quiz 4: Where do the commas belong?

- ☐ My sister’s apology, which came a year too late, did not change my mind about forgiving her.
- ☐ The professor, taking pity on the class, postponed the final paper for another week.
- ☐ Mrs. Jones, my eighth grade teacher, won third place in the Boston Marathon.

COMMA USE #5: WITH ADJECTIVES: Mini-Quiz 5: Where do the commas belong?

- ☐ Fresh blueberry muffin
- ☐ Stale, crumbly muffin
- ☐ Delicious, nutritious muffin
- ☐ Hot, delicious pepperoni pizza

OTHER WAYS TO USE THE COMMA: QUOTATION MARKS AND COMMAS:

Mini-Quiz 6: Where do the commas AND quotation marks belong?

- ☐ Mark Twain said, “Cauliflower is nothing but cabbage with a college education.”
- ☐ “Be careful about reading health books,” Mark Twain said. “You may die of a misprint.”
- ☐ “It’s a home run!” the commentator screamed.

Commas and Quotations – Worksheet Answer Key

1. The lack of warm clothes and adequate shelter on subzero days can result in frostbite. (no commas)
2. “I think Little League is wonderful,” said Yogi Berra. “It keeps the kids out of the house.”
3. My neighbor, a Lakers fan, says that purple white and gold are his favorite colors.
4. When his baby smiles, he is the happiest man on earth.
5. Mars bars, which I first tasted as a child, are still my favorite candy bar today.
6. “We made too many wrong mistakes,” said Yogi Berra, New York Yankees player.
7. My dog wanted to meet Dolly the llama. Dolly, however, was not happy and spit on him.
8. My Boston terrier, who loves to destroy my property, once chewed up my Blackberry.
9. My wife said, “Before you go to bed, please make sure that all the doors, windows, and gates are locked.”
10. The giant moa, which was native to New Zealand, is an extinct bird that could reach heights of twelve feet.
11. Native to Australia, the duck-billed platypus has characteristics of both mammals and aquatic birds.
12. Most scientists believe that giant moas are extinct, but a few skeptics think some have survived.
13. Because the giant moas could not fly, they were easily hunted.
14. “Don’t worry,” said my doctor. “That mole on your skin is not cancer.”
15. On Wednesday, November 25, we will fly to Chicago, Illinois to celebrate Thanksgiving with our family.
16. The little girl was obsessed with dinosaurs, basketball, *Star Wars*, and golf.
17. After losing both the 2004 and 2008 NBA Finals, the Lakers captured the championship for the 15th time in 2009.
18. For breakfast he enjoyed warm buttered toast with jam and hot oatmeal sprinkled with nuts.
19. Jack Nicholson, Chevy Chase, Steve Martin, and Bill Murray were all candidates for the role of Han Solo.
20. Frankly, I would rather stay beneath my cuddly, soft blanket than face the wintry cold outdoors.

Commas and Quotations – Quiz Answer Key

1. Can you name at least four of the five purposes of the comma?
 1. Joiner
 2. Introducer
 3. Lister
 4. Interrupter
 5. Use with adjectives
2. Write one short quote. Introduce it with a signal phrase and proper punctuation.

Sample answer:

He once said, “Always go to other people’s funerals, or else they won’t go to yours.”

Drawing Inferences – Worksheet Answer Key

Box 1: (Accept a variety of reasonable responses.)

Box 2: (Accept a variety of reasonable responses.)

Box 3: Reasonable Inference?

Yes_x_ No____ 1. The people in the picture are victims of a flood.

(The chest-level water and the debris lead to this reasonable conclusion.)

Yes____ No_x_ 2. The setting is New York City.

(The way the people are dressed, and the absence of skyscrapers, make this an unlikely conclusion.)

Yes____ No_x_ 3. The people in the picture are fishing.

(Although there may be some fishing methods that resemble what the people are doing, other clues in the picture (debris, etc.) point to a different conclusion.)

Yes____ No_x_ 4. The people in the picture are desperate for help.

(The people may need help, but can we conclude they are “desperate”? This may stretch the interpretation too far.)

Box 4: What does “commiserate” mean? Make a reasonable guess. (Accept a variety of reasonable responses.)

Which contextual clues did you use to make your inference? (Possible answers: “she knew how he must be feeling” (indicates sympathy); “I’m so sorry”)

Box 6 : What do you think a “road to Damascus moment” is? (Accept a variety of reasonable responses.)

Which contextual clues did you use to infer the meaning of this phrase? (Possible answers: “first she was opposed”; “suddenly she realized”; “she left class determined to defend gay rights”—all of these point to a dramatic reversal in Maria’s position.)

Box 8: What can you infer about Cassie, her location, and her situation? (Accept a variety of reasonable responses.)

Which contextual clues did you use to draw your conclusions? (The setting may be a pharmacy or medical supply store—“wheelchairs, canes, and support hose”; Cassie is probably undergoing chemotherapy for cancer—“bald head”; she is a relatively young woman—she recently had “thick black curls”; Cassie is timid or fearful—“hesitated”; but she is making an effort to be positive—“trying to smile”; she is/was athletic—“ski down the slopes at Tahoe.”)

Box 10: Predictions: What might happen to many languages in the future? (Accept a variety of reasonable responses, including the future extinction of many languages, the seriousness of the situation, etc.)

Which contextual clues helped you make your predictions? (Possible answers: “Accelerating extinction”; “global scale”; “no precedent” and “staggering figure” vs. “trivial”; “40% of languages . . . are endangered.”)

Box 12: With your partner, try to express (in one or two sentences) the author’s main idea. (Possible answer: The glycols used in a wide range of products today have different safety ratings, but none of these chemicals is considered completely safe for human contact or consumption.)

With your partner, write down what you think the author is trying to accomplish in the essay—her purpose. (The author’s purpose may be to define something, to explain something, to evaluate something, to persuade us to believe or do something, and so on.)

(Possible answers: The author explains use of glycols as an ingredient in various products today, along with the safety ratings of those chemicals. The author may also be warning the reader about the danger of exposure to glycols.)

Drawing Inferences – Quiz Answer Key

1. What is an “inference”? An inference is a plausible (reasonable) guess (conclusion, interpretation) about ideas expressed in a text (written or visual).
2. What are the two key “ingredients” in making inferences? Two key ingredients are the “facts” in the text (content) and the reader’s own knowledge and experience.
3. Why is it important to make inferences when we read texts or view visual images? This skill is important because many ideas in the texts we read are not directly stated. We therefore need to “read between the lines” to get the most from what we read. A side benefit is our active engagement with a text as we read for inferences.

How to Start an Essay – Worksheet Answer Key

PART A

“Asking Questions”

Writing prompt: Do social networking sites provide as satisfying a connection to others as face-to-face dating?

Instructions: Using the “asking questions” technique, explore the question above and generate five questions about this topic.

1. How many women are accosted from Internet sites?
2. How do people have relationships without actually seeing one another?
3. Are people losing social skills due to Internet dating?
4. How many couples who meet online get married?
5. Is this a good way for busy people to have a chance to meet others?

“Brainstorming”

Writing prompt: What are the benefits of a vegetarian diet?

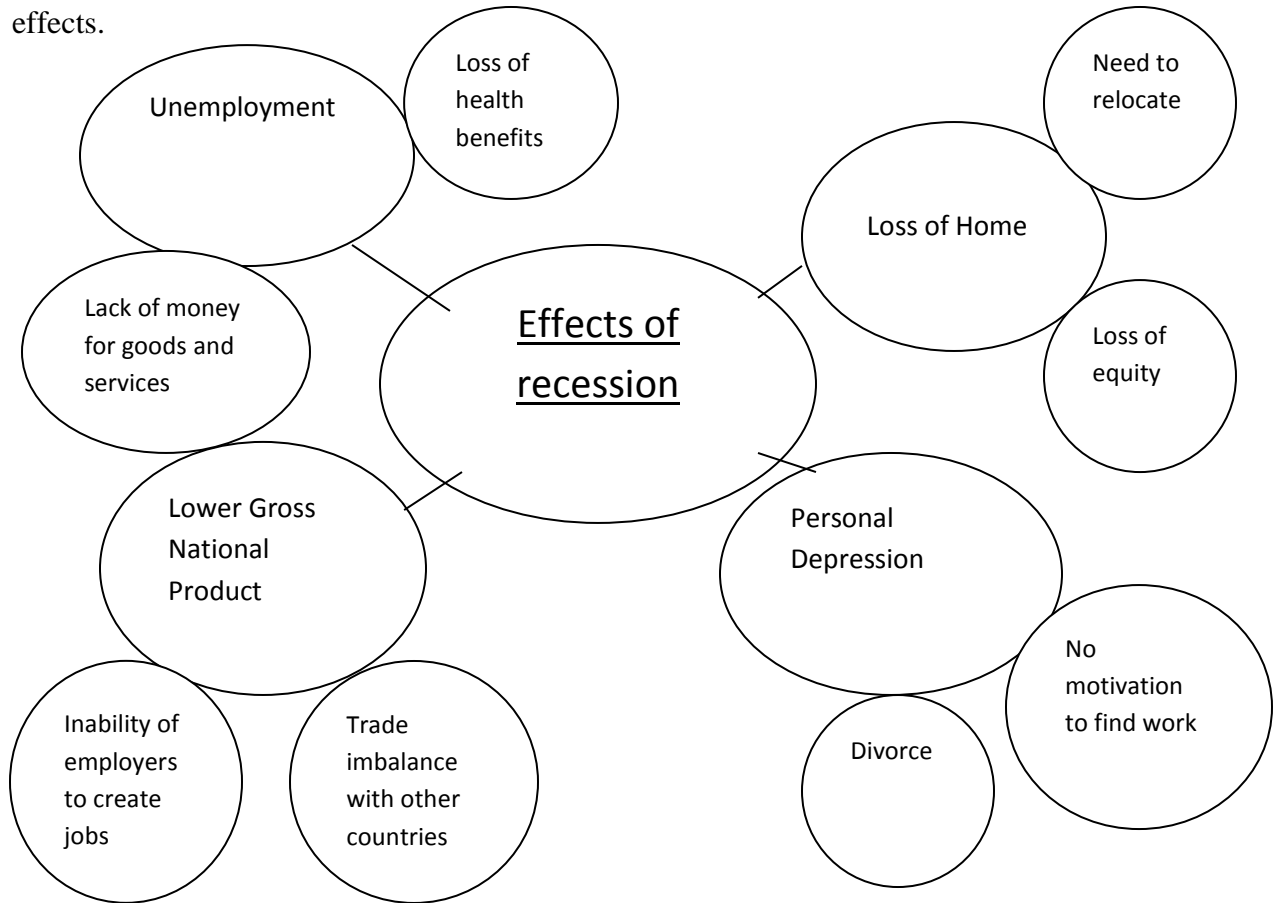
Instructions: Using the brainstorming technique, generate a list of benefits of “going vegetarian.” Try to list at least five ideas. As you brainstorm, don’t judge your ideas. Just write down any ideas that come to mind that are focused on the question.

1. No animal fat clogging the arteries
2. Whole grains for good digestive health
3. No hormones or antibiotics that they inject in cows and chickens
4. More leafy greens that promote a strong immune system
5. Feeling good about not contributing to the growing environmental hazards of factory farms

“Clustering”

Writing prompt: How has the recent economic recession affected Americans’ lives?

Instructions: You can begin your cluster with the central idea of “effects of the recession.” The surrounding bubbles can be major effects. The outlying bubbles are further details about these effects.



“Freewriting”

Writing prompt: Should all eighteen-year-olds be required to serve their country for a year, either through military service or through some kind of community service?

Instructions: For three minutes, write your thoughts and feelings about this topic. Include first impressions, national and personal benefits to consider, and any problems this policy might generate.

Sample answer:

I know that in other countries students out of high school are required to join the military. I don't think we should have to join the army or navy, but I do like the idea of having to do some national service for the country. If people were given choices of the kinds of projects they could get involved with, then there would be options for everyone. I think we should contribute more of ourselves to our country and not just selfishly think of our own lives and careers. But how would something like this be implemented? Sounds like a major logistical nightmare. I know many would be furious and outraged, but like with any law at first, people have to get used to it. It would provide great benefits to many segments of our country. People could volunteer to teach, build roads, join the military. I'm sure leaders could think of other kinds of service. I think people would feel good about themselves and proud to help others.

Part B

In pairs, one student gives his or her opinion about the topic. The other listens, and then asks questions for clarification or provides an alternate point of view to consider. The tutor will play the role of one of the students.

Answers will vary.

MLA Style 1 – Worksheet Answer Key

Exercise 1: Create correctly formatted parenthetical citations for each of the four quotations below. Use the attached Works Cited list to access citation information for each quote. Then refer to the MLA Citation Style Sheet to cite each quotation correctly.

- a. According to the Sierra Club, “Global warming emissions from the transportation sector can be reduced by increasing the production and use of clean, highly efficient vehicles powered by sustainable low carbon fuels and electricity, and by better design in communities to include accessible and convenient alternatives to driving” (“Green Cars, Fuels”).
- b. The National Oceanic and Atmospheric Administration says that it “has completed implementation of the final phase of a nine year, \$180 million contract by installing the newest generation of IBM supercomputers for weather and climate prediction” (“NOAA’s Powerful New Supercomputers”).
- c. As a writer for *Time* magazine states, “For years, global warming was discussed in the hypothetical—a threat in the distant future. Now it is increasingly regarded as a clear, observable fact. This sudden shift means that all of us must start thinking about the many ways global warming will affect us, our loved ones, our property, and our economic prospects. We must think—and then adapt accordingly” (Hertsgaard).
- d. In her book, *Big Green Purse*, author and environmentalist Diane MacEachern writes, “As a consumer, you can make the biggest difference to air quality in the way you use energy and in the products you buy that have been produced in the least energy-intensive way” (21).

Note: This passage appears on page 21 in MacEachern’s book.

Exercise 2: On the lines below, create a Works Cited list for the following three sources. You will see a website for the first two articles; you can locate the necessary citation information on each website. Refer to the MLA Citation Style Sheet to find the proper format for documenting an online article with or without an author. For the third source, refer to the MLA Citation Style Sheet to find the proper format for a book with an editor.

1. <http://www.time.com/time/health/article/0,8599,1921262,00.html>
2. <http://www.epa.gov/climatechange/science/futurecc.html>
3. The essay by Patricia Williams, "To See or Not to See," on pages 416-418 in the anthology, *The McGraw-Hill Reader*. The book is edited by Gilbert H. Muller. The publisher is McGraw-Hill. The book was published in Boston in 2006.

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MLA Style 1 – Quiz Answer Key

1. Explain what MLA stands for and what the organization does.
MLA stands for Modern Language Association. It sets the guidelines and requirements for citing sources and reference page for Humanities courses.
2. Name one source you can turn to if you need more information about MLA format.
MLA website, *Rules for Writers* handbook, the TLC, my instructor
3. How do the parenthetical citation and the works cited list work together?
The parenthetical citation is a shorthand hint or key that indicates the source (its author, article title or web sponsor) that is linked to the Works Cited page. The word in the parenthetical citation is the first word of the citation on the Works Cited page..

MLA Style 2 – Worksheet Answer Key

(model/sample answers are designated in bold)

Did Climate Kill Off the Neanderthals?
By Paul Rincon, Science Reporter, BBC News

Scientists have always envisaged an important role for our direct ancestors—*Homo sapiens*—in the Neanderthal extinction across Europe and Asia. After all, modern humans arrive on the scene just as the Neanderthals start to vanish. Surely that was too much of a coincidence, wasn't it? Professor Chris Stringer, of London's Natural History Museum: "For many years, people assumed that it was an overall superiority of modern humans: that modern humans were more intelligent, that they had better technology, or had more effective adaptations. They thought that when they came into Neanderthal regions, the Neanderthals very quickly disappeared, because they were out-competed. What we've learnt recently, is that the story was much more complicated. There probably wasn't a single cause of the Neanderthal extinction. They may have died out in different places for different reasons." But an exceptionally cold and variable climate might have driven the disappearance of Ice Age animals upon which the Neanderthals relied for food. In addition, climate change probably cleared Europe of its forests, creating an open environment that did not favour the Neanderthals. Had the role of our ancestors in the Neanderthal extinction been overstated?

Exercise 1 – Imagine that you are using Rincon's article as a source for a history paper you are writing. In one section of your essay, which is presented below, you have decided to use part of the Stringer quote, and you have introduced it with a signal phrase. In addition, you know that you will need to do two things: (1) use a "qtd. in" parenthetical citation; and (2) use square brackets to clarify certain words in the quoted passage. Complete those two tasks here:

The demise of the Neanderthals is controversial, and old views are changing. According to Chris Stringer, a professor associated with the Natural History Museum in London, "[**People**] thought that when [**modern humans**] came into Neanderthal regions, the Neanderthals very quickly disappeared, because they were out-competed. What we've learnt recently, is that the story was much more complicated" (qtd. in Rincon).

Exercise 2 – Imagine, again, that you are using Rincon's article as a source for a history paper. In one section of your essay, you decide to quote just one short comment from Rincon's article—not an entire sentence. You know that you will need to integrate the comment smoothly into your own sentence structure. Complete that task below. You may quote any comment from Rincon's article, as long as it is not an entire sentence.

Begin your own sentence here, and then smoothly integrate the quote into the structure of your sentence:

The reasons for Neanderthal extinction are complicated, and according to Professor Chris Stringer, Neanderthals “may have died out in different places for different reasons” (qtd. in Rincon).

OR

Rincon suggests that it is not a coincidence that “modern humans arrive on the scene just as the Neanderthals start to vanish.”

Exercise 3 – Once again, imagine that you are using Rincon’s article as a source for a history paper. In one section of your essay, you decide to quote from Rincon’s article, and you want to introduce the quote with a signal phrase that contains two things: (1) Rincon’s credentials, and (2) a preview of the content of the quoted passage. Complete those two tasks below. Your signal phrase may introduce any sentence from Rincon’s article (your choice).

Paul Rincon, science reporter for the BBC News, highlights the impact of climate on our ancestors, pointing out that “climate change probably cleared Europe of its forests, creating an open environment that did not favour the Neanderthals.”

Exercise 4 – Imagine, now, that you are writing a paper for your English class. Your topic is the new Range Rover SUV. To support one of your points, you would like to use the following passage, written by Paul Neil, a reporter for the *Los Angeles Times*. However, the passage is quite long, and it seems to contain some information that you don’t need in your paper. You realize that you can use the ellipsis technique to delete words or phrases that you consider unnecessary. Complete that task below. (You can decide how much information to omit from the quote.) **Ellipses are in bold below.**

Paul Neil of the *Los Angeles Times* reports on the quiet but powerful Range Rover: “Propelled by either of the two new 5.0-liter V8s available in the U.S. ~~—one naturally aspirated (375 hp) and one supercharged (510 hp)—~~ the Range Rover feels less like a truck and more like a four-stack ocean liner, all deep hull and mighty propellers churning in an ocean of endorphins. Less terrestrial than maritime, all gliding, frictionless serenity and near-silence, betraying no trace of the furious coal-shoveling going on below decks.”

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Exercise 5 – Now imagine that you want to incorporate into your English essay the following sentences from Paul Neil’s article. However, because Neil’s passage already contains some quoted words, you know that you will need to present a “quote-within-a-quote.” Use that technique to quote Neil’s remarks, below. Provide a signal phrase to introduce your quote.

For years Rolls Royce has owned the term “waftability” to convey those cars’ easy grace and pace. But just sit ye down in a 2010 Range Rover for a while. This thing will “waft” your fool head off.

Paul Neil of the *Los Angeles Times* reports that “[f]or years Rolls Royce has owned the term ‘waftability’ to convey those cars’ easy grace and pace.”

Exercise 6 – This time, imagine that you want to use the entire quote from Paul Neil’s article (cited in Exercise 4, above). However, you discover that the length of the quote will exceed four lines of type on your page. In the space below, introduce Neil’s remarks with a signal phrase, and then convert the original text to “block format.”

Paul Neil of the *Los Angeles Times* reports on the impressive features of the Range Rover:

Propelled by either of the two new 5.0-liter V8s available in the U.S.—one naturally aspirated (375 hp) and one supercharged (510 hp)—the Range Rover feels less like a truck and more like a four-stack ocean liner, all deep hull and mighty propellers churning in an ocean of endorphins. Less terrestrial than maritime, all gliding, frictionless serenity and near-silence, betraying no trace of the furious coal-shoveling going on below decks.

Sentence Fragments – Worksheet Answer Key

Participle Fragments: Correct these fragments in two different ways.

Driving down the deserted road

1. Jake was driving down the deserted road.
2. Driving down the deserted road, Sarah squinted into the dark and gasped.

Writing a letter to her boyfriend

1. Joan will be writing a letter to her boyfriend.
2. Writing a letter to her boyfriend, Joan paused and remembered the last time she saw him.

Subordinate Clause Fragments: Correct the following fragments.

1. After Ben and his wife celebrated their anniversary, they came home to a house full of screaming children.
2. When I get home from the concert, I'm going to take off these painful shoes.

Coordinating Conjunction Fragments: Correct these fragments in two different ways.

But the president's speech was not well-received.

1. The president's speech was not well-received.
2. The Democrats were hoping for increased popularity ratings, but the president's speech was not well received.

Relative Clause Fragments: Correct the following fragments.

1. Who entered the classroom ten minutes late

The students stared at the eccentrically dressed man who entered the class ten minutes late. Jake, who entered the classroom ten minutes late, walked quietly to the back of the room.

2. Whose oldest child is in the Navy

Mr. Jacobson, whose oldest child is in the Navy, is proud of his son's accomplishments.

Sentence Fragments - Quiz Answer Key

1. What are the three required components of a sentence?

Subject, Verb, Complete thought

2. Identify whether the selections below are sentences or fragments by writing an S or F in the blank provided. Then correct the fragments.

F If you want to succeed, you must be willing to ask for help.

F Today, I plan to play tennis, but not until the afternoon.

S I am tired but happy.

F Screaming very loudly. She was screaming very loudly at the robber.

F The students walking to the elementary school discovered a large lizard.

F Jackson Pollack, whose work I find very interesting, was an American painter.

S However, I don't think he knows what he is talking about.

Paragraph Structure – Worksheet Answer Key

(Sample Answers)

- I. **Topic Sentence:** Changing gender roles in the workplace are causing difficult adjustments for American husbands and wives.

- A. **Main Point #1:** As more women enter the workforce to supplement family incomes during hard economic times, men cope with no longer being the primary financial support of the family.

Quote Source #1/Introduce with a signal phrase: Maria Shriver, the wife of governor Arnold Schwarzenegger notes that "for the first time in our nation's history, women now represent half of all workers and are becoming the primary breadwinners in more families than ever before." According to Shriver, "This is a seismic shift in the economic and cultural landscape of America" (qtd. in Baxter).

Commentary/Analyze the significance of Quote #1: Shriver suggests that this cultural "seismic shift" is causing an upheaval in roles within families which can lead to stressful relationships and challenges in adjusting.

- B. **Main Point #2:** Further adjustments are occurring as more men are staying home and must share more of domestic and child rearing responsibilities traditionally carried out by women.

Quote Source #2/Introduce with a signal phrase (use a different verb than in #1): Writer A. Taylor in her article "Many Fathers *Begin* to Stay at Home with Children" asserts that "In the case of modern families, both husband and wife share responsibilities of work, homemaking and child care. Since 1990, the non-traditional family orientation of 'stay-at-home' dads has increased by 70 per cent."

Commentary/Analyze the significance of Quote #2: This significant shift to "stay-home-dads" is disrupting the traditional family model, particularly if the change was not voluntary, and is forcing husbands, wives, and children to cope with new family routines and schedules.

- C. **Main Point #3:** Not only are men coping with changes in the workplace but women as well are subject to the economic stresses and uncertainty of their careers.

Quote Source #3/Introduce with a signal phrase (use a different verb than in #1 and #2): "Being the sole breadwinner can be stressful for a woman too," said working mother Suzanne Wertman. "Sometimes I think I feel stuck like it's all on me. Especially in this economy, I worry. Will I still be needed, will I still have a job?" (qtd. in Greene).

Commentary/Analyze the significance of Quote #3: As women take on more financial responsibility for the family, they too suffer the pressure and anxiety that strains relationships and creates family tension.

- Concluding Sentence:** In these ways, changing gender roles are creating challenges that force husbands and wives to re-evaluate their career goals, personal lives, and family priorities.

Proofreading – Worksheet Answer Key

Practice I: 5 errors

Now it is time to apply the skills that you have learned. It's one thing just to learn about these strategies; it's another to actually use them. The idea is to make these strategies an integral part of your writing process. If you view proofreading as essential, then you will be sure to proofread every essay. As a result, your essays will have fewer errors and you're certain to receive higher grades. Remember, never turn in an essay that you have not proofread at least twice.

Practice II:

Why COC?

When I was a senior in high school, my counselor encourages¹ me to attend College of the Canyons before transferring to CSUN for a psychology degree. Although their² information was helpful, I was not interested in the idea because I was tired of living in Valencia and wanted to move out of town. However³ my father lost his job in the spring of 2009. Since I didn't receive a scholarship from CSUN, I was forced to reconsider COC if I wanted to go to college. Luckily, COC is an open admission college, so all I needed to do was submit an application to be excepted⁴. College of the Canyons was not my first choice,⁵ however, now that I am here, I am happy to be attending and I been⁶ pleased with my classes. If I were to advise students⁷ who are considering attending COC,⁸ I would say students should get your⁹ writing classes taken care of first. They should talk to their counselor to work out a degree plan, so they will be ready to roll¹⁰.

Error	Type of Error	Index Heading in Handbook	Page
¹ encourages	Verb tense shift from past to present	Verbs—shifts in tense, mood, voice	106-08
² their	Unclear pronoun reference	Pronoun Reference	184
³ However	Missing comma after introductory word	Commas—after introductory elements	271-73
⁴ excepted	Spelling error/misused word	Spelling <i>Except—see accept</i>	331 566
⁵ first choice,	Run-on error	Run-on Sentences	156-64
⁶ been	Incorrect form of verb	Verbs—irregular	204-07
⁷ students'	Apostrophe error	Apostrophe—misuse of	301-02
⁸ COC.	Sentence fragment	Fragments, sentence	148-56
⁹ your	Shift in pronoun point of view	Pronoun—shifts in person, number	104-06
¹⁰ ready to roll	Slang	Slang	132-33

Thesis Development – Worksheet Answer Key

Instructions: Analyze the following thesis statements and identify the reason(s) why you think they do or do not work.

1. Richard M. Nixon was the first president of the United States to resign from office.
Too narrow—just a fact.
2. An examination of the benefits of penicillin.
Just a topic—a fragment, not a complete sentence.
3. In this essay, I am going to talk about the problems faced by ex-prisoners in returning to society.
Don't explain to your reader what you will talk about. Just assert your claim or opinion.
4. Have you ever wondered why most people read so much more slowly than they need to?
Thesis should not be a question but an answer to the question.
5. Unemployment is a serious problem in today's world.
Too broad—lacks a specific focus.
6. In my opinion, I think that birth control might be said to be the most urgent need in today's world.
It weakens the thesis to say "in my opinion." Just assert the opinion.
7. Just how far should the law go in its tolerance of pornography?
Thesis should not be a question.
8. How missionaries are sent to primitive areas in order to introduce Western civilization.
Not a complete sentence. (Don't start your thesis with "how.")
9. The study of psychology is fascinating.
Too vague—no clear point or assertion in the sentence.
10. Education should train all young people for jobs, and women are impatient with conditions today.
A thesis should not contain elements that are not clearly related.
11. I believe a person, in today's society, is becoming more aware about physical fitness in order to remain relatively healthy.
A thesis should not contain phrases such as "I think" or "I believe."
12. Reasons I came up with were excitement, riskiness, glamour, and wealth.
Awkward wording. Vague topic. No clear assertion or claim is expressed.
13. I will talk about the negative and positive aspects regarding alcohol as well as my own personal bias.
Avoid explaining to your reader what you will talk about. Just assert your claim or opinion.
14. I would like to further expand this issue by answering the question: why do many people buy designer clothes?
Thesis should assert the answer to the question.
15. People engage in this common behavioral pattern not only because of the media's influence, but also because of the critical nature of society.
Vague language: What is the critical nature of society? What common behavioral pattern?
16. Besides being beneficial for a person's body, there are other factors that drive a person to becoming physically fit.
Muddled language: What is beneficial?

Thesis Development – Quiz Answer Key

Instructions: Choose one of the thesis statements you identified as weak and revise it into a strong one. Using subtopics is optional.

Sample answer:

16. Several factors, including the physical benefit, drive people to become physically fit.

Vocabulary Building – Worksheet Answer Key

Part A

1. “cacophony” = loud, harsh, confusing sounds (The context clues are examples: cannons firing, trumpets blaring, soldiers shouting)
2. “emulate” = to imitate; to try to equal or excel (The context clues are examples: trying to talk like, walk like, and wear hats like the queen; the phrase “be her equal” is also a clue)
3. “placate” = to soothe or appease (The context clue is a synonym: calm down)
4. “spelunker” = someone who explores or studies caves (The general context, built up from details, gives the clue: people going into a cave, adventure, headlamps, ropes, darkness)
5. “lugubrious” = mournful, especially in an exaggerated way (The general context provides the clues: wiping tears, tissue, began to sob, he cried, sad story, sick kitten)
6. “innocuous” = harmless, inoffensive (The context clue is a contrast to “harmful”)

Part B

1. “telepathy” = to communicate with someone at a distance by means of extrasensory perception (tele = far; path = feeling) . . . “feeling at a distance”
2. “pandemic” = affecting a high proportion of the population over a wide geographic area (pan = all; demo = people) . . . “all people”
3. “effusively” = expressing great or excessive emotion or enthusiasm (e = out of; fus = gush, pour) . . . “pour out of”
4. “apathetic” = having or showing little feeling or emotion (a = no, not; path = feeling) . . . “no feeling”
5. “sympathize” = to share the feelings of another person (suffering, grief, etc.) (sym = together; path = feeling) . . . “feel together”
6. “synchronize” = to arrange to operate at the same time (syn = together; chron = time) . . . “time together”
7. “contradiction” = a situation in which two things are contrary to each other (contra = against; dict = say) . . . “say against”
8. “agraphic” = having lost the ability to handwrite (a = no, not; graph = writing) . . . “not writing”

Part C

WORD or PHRASE	Meaning	Clues from Context
interminable	“having no end”	<u>General sense</u> (history of treaties seems lengthy)
diplomatic	“concerned with diplomacy; using tact, negotiation, and conciliation”	<u>General sense</u> (treaties, parties, agreement)
solemnly	“in a somber, sedate, serious manner”	The clues are <u>examples</u> of serious terms: “permanent,” “forever,” “for all time,” etc.
embellished	“decorated, ornamented”	<u>General sense</u> (words and phrases being used to make the treaty sound serious)
abrogated	“abolished, annulled”	One clue is the <u>synonym</u> , “broken”; another clue is the <u>contrast</u> between a broken treaty and the promise of “forever”
on behalf of	“in support or defense of; in the interest of”	<u>General sense</u> (the U.S. government was one party to the treaty)

Part D

UNFAMILIAR WORD (possible answers)	Meaning	Clues from Context
clergyman	“someone ordained to perform religious functions—minister, pastor, priest, etc.)	<u>General sense</u> (“his congregation,” “wants to build . . . a prayer room,” “Muslim”)
denounce	“to condemn publicly”	“be good Americans and good Muslims” and “adversary [of Osama bin Laden]”—both of these are <u>examples</u> of “denouncing terrorism”
admonish	“to express disapproval in a gentle or earnest manner”	<u>General sense</u> (the clergyman seems to be advising people in his congregation NOT to do something)
adversary	“enemy”	The clue is the <u>antonym</u> , “ally”
demagoguery	“a leader’s use of popular prejudices to gain power”	<u>General sense</u> (“popular prejudice,” “politician,” etc.) Also note the root word, “dem-” (people)

Vocabulary Building – Quiz Answer Key

1. Name three or four strategies for understanding unfamiliar words.
Use context clues
Recognize word parts
Use the dictionary
Read more, and often
2. Name some contextual clues you can use to guess the meaning of unfamiliar words.
Definitions, synonyms, antonyms, examples, contrast, general sense
3. Why is “reading more, and often” an effective strategy for dealing with new vocabulary?
The more you read, the more times you will encounter particular words—in context.

Writer's Block – Worksheet Answer Key

Part A

a. Students may note the following:

- Sheila may be distracted by personal issues (children to take care of, not enough time for herself)
- She lacks confidence about being able to compete with younger students
- She may feel isolated (an older student among younger students)
- She may be feeling pressured by the deadline
- For Sheila, the paper topic may be difficult, uninteresting, or irrelevant (as it's been some time since she was in high school)

b. Students may suggest the following:

- To address the distracting personal issues, Sheila can try to establish boundaries between home and school. Perhaps she can get help with child care, or map out particular times of the day when she will have the solitude she might need to complete her writing assignments.
- To address the lack of confidence, Sheila can set reasonable expectations, focus on her writing strengths, and avoid being overly self-critical when writing a first draft.
- If she feels isolated, Sheila can ask a tutor or her instructor for help. She might also try to connect with other returning students (a college counselor might be able to help her do this).
- If she feels pressured by the approaching deadline for the current assignment, she can change her study habits before working on the next one—to avoid the last-minute time crunch.
- If the topic lacks personal relevance, Sheila can do more research to see if she finds an interesting angle to pursue. She can also approach her instructor to see if she can change her topic to something more relevant to her life, such as the transitions experienced by returning students.

Part B – (Students will share various subjective experiences and attitudes.)

Part C – (Students will share various answers.)

Part D – (Students will share various answers.)

APA Style 1 – Quiz Answer Key

1. What font size should be used when writing a paper using APA guidelines? **Answer: b**
 - a. 14 font
 - b. 12 font
 - c. Any font, as long as it is professional
 - d. Large font
2. What style of font should be used when writing a paper using APA guidelines? **Answer: a**
 - a. Times New Roman
 - b. Business
 - c. Any font, as long as it is professional
 - d. Comic Sans MS
3. APA papers should be written, using _____ spacing throughout the entire document. **Answer: c**
 - a. Single
 - b. Single or double
 - c. Double
 - d. Double, except for the reference page
4. The following is true regarding the Running Head. **Answer: a**
 - a. Short title, upper left flush, on all pages of document
 - b. Short title, upper left flush, on title page only
 - c. The running head is not necessary
 - d. The running head not a term from APA guidelines
5. Which page does the page header begin on? **Answer: b**
 - a. The page after the title page
 - b. On the title page
 - c. Page numbers are not required
 - d. On the same page as the abstract
6. What information is included on the title page? **Answer: c**
 - a. Name of student, date, class, instructor's name, and name of institution
 - b. Name of student only
 - c. Name of title, name of student(s), and name of institution
 - d. As much information as possible
7. The title of the paper is located on the title page. Where else should the title of the paper appear? **Answer: c**
 - a. On the title page only
 - b. At the top of the page above the body
 - c. On the title page, and centered at the top of the page the body begins on
 - d. On every page
8. What is the order of the pages in an APA paper? **Answer: a**
 - a. Title page, Abstract, Body, References, Appendix, Tables, Figures
 - b. Index, Title page, Abstract, Body, References, Appendix, Tables
 - c. Index, Title page, Body, Conclusion, References
 - d. None of the above

9. In Empirical APA papers, the common main headings are: **Answer: a**
- Abstract, Methods, Results, Discussion, and References
 - Abstract, Introduction, Methods, Conclusion and References
 - Introduction, Body, Conclusion, and References
 - None of the above
10. In a non-Empirical APA paper, the instructor may or may not require the same Main headings and sub-headings required in an empirical paper. **Answer: a**
- True
 - False
11. Information from sources must be cited _____. **Answer: d**
- Only when you remember where you found the information
 - Only when the information is directly quoted
 - Only when paraphrasing
 - When paraphrasing or directly quoting material
12. Direct quotes are cited in the following way. **Answer: b**
- Quotation marks must surround the quote, and author's last name, and year of publication, must be cited
 - Quotation marks must surround the quote, and the author's last name, year of publication, and page number (or paragraph number) must be cited.
 - Direct quotes are cited the same way a paraphrase is cited
 - Direct quotes are only cited if you recall where you found the information.
13. What are the guidelines for quotes over 40 words in length? **Answer: d**
- They are cited the same way as a quote under 40 words
 - The author(s) name(s) do not need to be cited
 - Quotation marks are not used, but everything else is the same as a quote under 40 words
 - Block quoting is used
14. A paraphrase is _____. **Answer: d**
- The same as a quote
 - Information from a source, put into your own words
 - A summary of information from a source
 - Both b and c
15. References on the reference page need to be formatted using a hanging-indent. This means _____. **Answer: b**
- The first line of each reference is indented, and consecutive lines are flush left
 - The first line flush left, and consecutive lines are indented
 - Each line of each reference is indented 5 more spaces
 - None of the above

APA Style 1: Structure and Formatting – Facilitator Key

APA 6th Edition – Vanguard Sample Paper Exercise

Once the students review the paper and identify APA 6th edition formatting and structure rules used throughout paper, the facilitator can use this key to review. Ask the students to share their findings in a group discussion.

APA Guidelines On Every Page

Font - Times New Roman, 12 point

Margins – 1 inch on all sides

Spacing – Double-spacing

Paragraph Indentation – 5 spaces (on all pages of text)

Running head

Page header

Pg. 1 - Title Page Formatting

Appropriate information is included and properly formatted (Title, Names, Institution)

Double spaced

Pg. 2 - Abstract Formatting/Content

Abstract is centered

It starts on a new page

It is on the 2nd page, without additional text below it

Contains main points of paper

Pg. 3 - Body

Starts on page 3

Title of paper is centered at the top

Starts with introduction (Introduction is not labeled)

Several paraphrases, all cited with author(s) last name(s), and year of publication

Pg. 4 and Pg. 5 (*Note: okay to skip these pages – paraphrases already pointed out*)

Several paraphrases, all cited with author(s) last name(s), and year of publication

Pg. 6

Main headings (Methods) and sub-headings (Participants, Design, Materials) follow APA guidelines

Main headings are centered and bold

Sub-headings are left justified, and bold

Paraphrase on pg. 6, cited with author(s) last name(s), and year of publication

Pg. 7

Main heading (Results), and sub-heading (Procedure) follow APA guidelines

Main headings are centered and bold

Sub-headings are left justified, and bold

Headings

Pg. 8 (*Note: okay to skip this page – headings already pointed out*)

Main heading (Discussion) is centered and bold

Pg. 9 and 10 - Reference Page (okay to skip pg. 10 – this is the second page of references)

References is centered at the top of the page

Hanging indentation is used on all references

Appropriate information is included (author(s) names, year of publication, title of work, publication information. Publication title is italicized in references.

Pg. 11 - Figure

Figure (rating scale) titled according to APA guidelines – *Figure 1*

APA Style 2 – Citations Exercise Answer Key

Exercise #1

Use the paragraph to write and cite a paraphrase.

When snacking, children often reach for the closest food at hand. If your cupboard has cookies in it, that is probably what your child will eat. However, if there are healthier items in the refrigerator or on the kitchen table, your youngster will become accustomed to snacking on these foods.

- ▶ **Note: Source information: Caring for your school-age child; Ages 5 – 12. Revised in 1995. Page 90. Author, Edward L. Schor, MD.**

Answer # 1A (parenthetical citation) for a paraphrase

When snacking, children often reach for the closest food at hand. If your cupboard has cookies in it, that is probably what your child will eat. However, if there are healthier items in the refrigerator or on the kitchen table, your youngster will become accustomed to snacking on these foods (Schor, 1995).

<or>

Answer # 1B (non parenthetical citations) for a paraphrase

Based on studies, Schor (1995) concluded that when snacking, children often reach for the closest food at hand. If your cupboard has cookies in it, that is probably what your child will eat. However, if there are healthier items in the refrigerator or on the kitchen table, your youngster will become accustomed to snacking on these foods.

There are many possible answers to Exercise #1, depending on how the student chose to paraphrase the author. The important point is that the student paraphrased the author's words and cited using the author's last name and year of publication in APA format.*

Exercise #2: Write a short quote using the following paragraph, and cite it. Start at beginning.

When snacking, children often reach for the closest food at hand. If your cupboard has cookies in it, that is probably what your child will eat. However, if there are healthier items in the refrigerator or on the kitchen table, your youngster will become accustomed to snacking on these foods.

- ▶ **Note: Source information: Caring for your school-age child; Ages 5 – 12. Revised in 1995. Page 90. Author, Edward L. Schor, MD.)**

Answer # 2:

“When snacking, children often reach for the closest food at hand. If your cupboard has cookies in it, that is probably what your child will eat” (Schor, 1995, p. 90).

Again, there are several possible correct answers to Exercise #2. The student can use any or all parts of the author’s words (up to 39 words), but the student must use quotation marks around the author’s words, and cite using the author (s) last name, year of publication and page (or paragraph number for an online source).

Exercise #3: APA Reference List:

Instructions: Create a reference page using the following sources. Format entries correctly according to APA guidelines and include the title.

Book

Kornblum, William 2003--Sociology in a changing world Wadsworth publisher New York

Chapter in an edited book

Chapter authors: Lydia Molm & Karianne Sue Cook, Year: 1995, chapter titled: Social exchange and exchange networks, pages: 209-235, Book title: Sociological perspectives on social psychology
Edited by: Karianne Sue Cook and Gregory Allen Fine and Jerry Samuel House
Publisher is Allyn and Bacon listed in Boston

Journal Article

South, Sammie; Spitze, Gertrude, & Abercrombie, Helen 1985, Women's Employment, Time Expenditure, and Divorce, Journal of Family Issues, vol 6 iss 1, pg 307-329

Magazine Article

Hatchett, B. (2010, March 9). The New Marriage. Time volume 135 pages 28 through 31

From a website

2010 Franco, Arlene Ann, & Jonathan B. Bartholemew The downside of divorce, From the website: Divorce Rights for Dads. Retrieved from <http://www.divorceddads.com/divorcerightsfordadsjournal/2010/downside/>

Answer: Exercise #3

Exercise #3 requires that the student create a reference page using the above named sources. There is a lined page in the student handout for the student to create this reference page. The sources listed above are purposely placed in a messy format, similar to the research collected by many students. The goal is for the student to be able to organize and place a list of messy references into a correctly formatted APA Reference page. The correct answer is on the next page.

Please make sure there is a hanging indent and that the author’s names are listed in alphabetical order according to the first author’s last name. **The student’s reference page should look EXACTLY like the model on the next page or it is incorrect.**

References

- Franco, A. A., & Bartholemew, J. B. (2010). The downside of divorce. *Divorce Rights for Dads*. Retrieved from www.divorceddads.com/divorcerightsfordadsjournal/2010/downside/
- Hatchett, B. (2010, March 9). The new marriage. *Time*, 135, 28-31.
- Kornblum, W. (2003). *Sociology in a changing world*. New York: Wadsworth.
- Molm, L. D., & Cook, K. S. (1995). Social exchange and exchange networks. In K. S. Cook, G. A. Fine, & J. S. House (Eds.), *Sociological perspectives on social psychology* (pp. 209-235). Boston: Allyn and Bacon.
- South, S. J., Spitze, G., & Abercrombie, H. (1985). Women's employment, time expenditure, and divorce. *Journal of Family Issues*, 6(1) 307-329.

APA Style 2 – Quiz Answer Key

Quiz: APA 6th Edition Workshop II (Citations)

1. A paraphrase is cited using the following: **Answer: b**
 - a. Quotation marks, authors last name, and page number
 - b. Authors last name, and year of publication
 - c. Authors last name, and page number
 - d. None of the above
2. Are quotation marks used in a paraphrase? **Answer: No**
 - a. Yes
 - b. No
3. How is a direct quote cited? **Answer: c**
 - a. Quotation marks are used, and the authors last name is included
 - b. Quotation marks are used, the authors last name and year of publication is included
 - c. Quotation marks are used, the authors last name, the year of publication, and page number are included.
 - d. A direct quote does not need to be cited
4. What is the difference between citing a short quote and a long quote? **Answer: b**
 - a. A long-quote should not be longer than 40 words
 - b. A long-quote follows block quoting formatting, and a short-quote is not block formatted
 - c. A long-quote does not need to be cited
 - d. A short-quote does not need to be cited
5. If you are including a book on your reference page, what is the correct order of information? **Answer: c**
 - a. Author, title, publication data
 - b. Author, page number, title, publication data
 - c. Author, year of publication, title, edition, publication data
 - d. None of the above
6. What is not required on the reference page? **Answer: c**
 - a. Hanging indent
 - b. Double-spacing
 - c. Authors place of birth
 - d. Publication data
7. What is the difference between a paraphrase and a direct quote? **Answer: c**
 - a. They are the same
 - b. A direct quote is summarizing information from a source, while a paraphrase is using the exact words of the author.
 - c. A paraphrase is summarizing information from a source, while a direct quote is using the exact words of the author.
 - d. Paraphrases are not used in APA papers