

Excerpt for cite checking: The purpose of this section of the legal memo was to examine or analyze violence as it relates to single-sex schools and a safe learning environment. This excerpt uses MLA formatting.

(0) Decreasing violence in public schools has been a large public policy for many years due to extreme acts of violence at a few public schools. (1) The experts within this public policy are the public school principals, policymakers and teachers www.dol.gov/oasam/reg/statutes/titleix.htm. (2) According to school principals, 71 percent of public elementary and secondary schools experienced at least one violent incident during the 1999-2000 school years (Larson). (3) These instances have been highly publicized in the media, in turn increasing our efforts to decrease violence. (4) These instances include rape, sexual battery other than rape, physical attacks or fights with and without a weapon, threats of physical attack with and without a weapon. (5) One or more of these instances occurred in 20 percent of public schools (Larson). (6) Principals and teachers believe violence in public schools is directly related to demographics and student populations. (7) Numerous studies have found that male students are more likely to be offenders than female students, and are also more likely to be victimized at school than female students. (8) Therefore, schools with a higher proportion of male students may be expected to have a higher prevalence of violence.

(9) Experts in some areas of the U.S. are saying that girls have been steadily catching up to boys in violence rates in the past 25 years. (10) They state that there are few programs that specifically target violence in girls. (11) Incidents of assault and fighting by girls are up again this year in the Chicago Public Schools. (12) Fights involving girls are up 31 percent; assaults are up 18 percent, and battery is up 15 percent. (13) So far this schools year, 529 girls have been written up for fighting in incident reports to the district's bureau of safety and security, 255 were reported for battery and 67 for assault (Chicago Sun Times, 2006). (14) James Garbarino, author of *See Jane Hit, Why Girls are Becoming More Violent and What We Can Do About It*, has been researching this topic for many years. (15) He states that "twenty-five years ago, one girl was arrested for every 10 boys charged with the crime of assault." "Today, it's one girl for every four boys." (Chicago Sun Times, 2006).

(16) BIBLIOGRAPHY

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Assignment Questions: (questions apply to the sentence or sentences immediately following the numbers in parentheses in the excerpt above)

Cite checking involves locating the source referenced, and comparing the reference to the source to see if information is attributed properly (ideas and information), quoted properly (letter and punctuation perfect), paraphrased or summarized properly. Cite checking usually involves two people: one reading the paper (out loud), noting all words and punctuation (including capitalization), while the second follows the source for comparison. In essence, cite checking requires answering several questions.

1. Does the paper accurately reflect what the source says?
2. Is the information from the source properly quoted, summarized or paraphrased?
3. Is the citation properly formatted?

Therefore, for most of the following questions you will be asked to explain whether the information in the paper is accurate (often in relationship to the purpose of the paper), why it may not be an accurate representation of the source, and what the proper formatting would be for the citation (if one is needed).

1. The URL link in the paper links to the text of Title IX which is provided for you in hard copy.
www.dol.gov/oasam/regs/statutes/titleix.htm

- A. Does the sentence accurately reflect what the source says?
- B. If the in-text citation is not correct, format it properly using MLA formatting.
- C. What lessons are you taking away from this section?

2. This sentence is attributed to **Larsen**:

- A. Does the sentence accurately reflect what the source says?
- B. Is the information quoted, paraphrased or summarized properly?
- C. Is the in-text citation correct? If not, format it properly using MLA formatting.
- D. What is the lesson you are taking away from this section?

3. This sentence is attributed to **Larsen**:

A. Where does this information come from?

B. Is this information common knowledge that does not need to be cited?

C. What is the lesson you are taking away from this section?

4-5. The next two sentences appear to be attributed to **Larsen**:

A. Does the sentence accurately reflect what the source says?

B. Is the information quoted, paraphrased or summarized properly? If not, why?

C. What is the lesson you are taking away from this section?

6. This sentence has no attribution.

A. Where does this information come from?

B. Does the sentence accurately reflect what the source says?

C. How could this information be better introduced or the citation/source be made clearer to the reader?
Check how to “signal” or how to introduce quotations.

D. What is the lesson you are taking away from this section?

7-8. What happened here? How do these sentences fit with the rest of the paragraph?

A. Where does this information come from?

B. Does sentence #7 accurately reflect what the source says?

9-13. Looking ahead to #13, it seems that these five sentences are attributed to **Chicago Sun Times 2006**.

A. Do the sentences accurately reflect what the source says?

B. Is the information quoted, paraphrased or summarized properly?

C. What kind of a signal might you use to improve the attribution of this information?

D. Is the in-text citation after #13 correct? If not, format it properly using MLA formatting.

E. What lessons are you taking away from this section?

14-15. These sentences are attributed to **Chicago Sun Times, 2006**

A. Does the sentence accurately reflect what the source says?

B. What happened here? And what would the correct in-text citation format be?

1.

2.

3.

16. What, if any, are the problems with the citations in the Bibliography? I have noted at least four problems with various entries – some merely small, detail issues, and some more significant.