

SOURCE Research Skill Builders
Pre and Post Test Questions

Instructions for teachers: Below, you will find questions addressing the content in the Research Skill Builders section of SOURCE, covering a variety of information literacy topics. The questions are organized by the same section and multimedia titles that you will find in SOURCE. Feel free to pick and choose the questions that cover content your students have or will view. You may want to distribute a manual version; or copy and paste the questions into a Google form or other program used by your school that can record answers.

This document contains the questions; see our related answer-key document for the correct answers as well as pre-written feedback you can provide to students.

Taking on a Research Project

Inquiry and Open Mindedness

Question 1

The process of inquiry involves _____.

- A. Solving problems in your academic life, but not beyond graduation
- B. Asking questions, remaining open to possibilities, and testing and learning through experience
- C. Hoping the most relevant sources or best answer will appear
- D. Academic research and other skills that are rarely applicable to problems in your daily life

Question 2

Inquiry is a key component of the research process. When beginning an inquiry-based exploration, it's important to _____.

- A. Decide which sources are most closely aligned to your personal beliefs on the topic
- B. Avoid seeking out too many perspectives on the topic
- C. First determine what you need to know and keep an open mind
- D. Limit yourself to sources whose point of view you are most familiar with

Question 3

Julia is getting ready to apply for college. Most of her siblings and cousins have attended small

private colleges. As she considers her path forward, Julia wants to know how a student's experience at a private college differs from that at a public university. Which of the following represents an inquiry-based mindset that would help her gather a balanced collection of information on the topic?

- A. Favor marketing sources published by the schools themselves
- B. Following her siblings' and cousins' advice to apply to a private college
- C. Keeping an open mind and asking questions to dig deeper into the issue
- D. Prioritize reading accounts from students at public universities

Research Process

Question 1

Before taking a position, you should _____ and _____.

- A. Outline your paper, conduct in-depth research
- B. Gather evidence, create a research plan
- C. Review your assignment guidelines, find sources you agree with
- D. Get familiar with your assignment requirements, conduct background research

Question 2

As you gather evidence to support your position for an assignment, you may need to _____.

- A. Adjust your position based on your findings
- B. Request updated assignment guidelines
- C. Discard sources you don't agree with
- D. Keep yourself from revisiting sources

Question 3

Rachel is beginning a civics assignment on a topic she struggled to fully understand in class. To guide her research and complete the assignment successfully, Rachel should start by _____.

- A. Reading in-depth sources on the topic to gather experts' views on the issue
- B. Creating a research plan to identify the information she needs to understand the issue
- C. Deciding on her position and selecting evidence that supports her views
- D. Limit herself to using printed sources from the library to help her understand the issue

How to Narrow Your Topic

Question 1

Choosing an initial research focus means _____.

- A. You cannot change it throughout the entire research process
- B. You can start gathering insights and adjust the scope of your investigation as you learn more
- C. You can begin outlining your assignment since your focus is not likely to change
- D. You will not need to adjust the scope of your search as you gather information

Question 2

Imagine you are preparing to apply to college. One of your tasks is to research the differences among student loan options. You're overwhelmed by the amount of information available. What should you do to adjust the scope of your exploration?

- A. Broaden your focus by exploring different versions of your research question
- B. Continue gathering information using your existing research question
- C. Choose a new research topic that will be easier to research
- D. Narrow your focus and break your research question into smaller ones

Question 3

You are exploring the impact of natural disasters on small businesses as part of your economics class. You're having trouble navigating the abundance of sources on the topic. Narrowing your focus will make your question more specific and manageable. Which of the following is an example of a narrower research question?

- A. What impact do natural disasters have on the economy, specifically small businesses?
- B. Natural disasters can destroy small businesses; what about larger businesses?
- C. How has the frequency and severity of natural disasters changed in the past decade?
- D. How did the 2005 hurricane Katrina impact small businesses in New Orleans?

Background Research

Question 1

The purpose of background research is to _____ and to _____.

- A. Provide an in-depth understanding of a topic, help you outline your assignment
- B. Give you a general understanding of a topic, highlight important questions about the subject
- C. Introduce you to the subject, locate the sources that align with your personal beliefs
- D. Locate facts that support your ideas, identify the free resources available on the subject

Question 2

If you are having trouble locating background information about your research topic, your research question may be _____.

- A. Too broad
- B. Too narrow
- C. Just right

Question 3

For your environmental science class, you have decided to write your final paper on the impacts human activities have had on marine life. You discover so much information on the topic that you are considering asking your instructor for an extension on your assignment. Which of the following statements accurately describes this situation?

- A. Your research topic is too broad, consider narrowing your focus
- B. Your research topic is too narrow, consider taking a big-picture view
- C. Your research topic is just right, you should ask your instructor for an extension

Thesis Statements

Question 1

A solid research topic focuses on _____ or re-examines _____.

- A. The most popular opinions, your personal beliefs
- B. A gap in current information, conflicting information
- C. Background research, a scholarly debate
- D. Current research, your past opinions or beliefs

Question 2

A strong thesis is ____ and _____.

- A. Broad, debatable
- B. Evidence-based, well-accepted
- C. Specific, debatable
- D. Persuasive, generally agreed upon

Question 3

Which of the following is an example of a thesis statement that is both specific and debatable?

- A. Ketogenic diets are harmful to student athletes, why is that?
- B. A recent study concluded that students who follow a ketogenic diet are more likely to succeed
- C. What are the physical and mental impacts of the ketogenic diet on student athlete performance?
- D. Are student athletes who follow a ketogenic diet more likely to physically and mentally outperform their peers?

Searching with Keywords

Question 1

If you are having trouble locating information using the terms from your research question, you should consider _____.

- A. Discarding your research question and starting over with a new topic
- B. Only using search terms you would expect to find in sources related to your topic
- C. Changing your research question to match the limited information available
- D. Searching using synonyms and terms from your background research sources

Question 2

Imagine you are researching the psychological effects of homeschooling on elementary school students. Which of the following are synonyms you would use as keywords to locate relevant information on this topic?

- A. School, physical, elementary, home
- B. Home, student, research, young
- C. Psychology, impact, children, home education
- D. Parent, psychology, teaching, home

Question 3

You are researching the significance of the Silk Road in the spread of new inventions and spiritual beliefs around the region. Which of the following are subject terms that will help you locate background information about this topic?

- A. Trade, technology, religion
- B. Silk trade, transportation, beliefs
- C. Roads, economy, discovery
- D. Religion, luxury goods, travel

Using and Understanding Resources

Types of Resources

Question 1

Imagine you are researching recent developments in solar energy. Which of the following resources is most relevant to your research topic?

- A. An entry on “solar energy technology” in a 2005 encyclopedia
- B. The most recent dictionary’s definition of “solar power”
- C. A feature article on new solar technology in this month’s edition of a science magazine
- D. A mechanical engineering textbook describing the most effective solar panel designs

Question 2

Imagine you are researching the impact of sleep quality on students’ ability to score well on tests. You have found an article online that addresses this topic, but you aren’t sure if the source is reliable or not. What can you do to determine the source’s reliability?

- A. Ask a librarian to evaluate the source for you
- B. Determine how many of your classmates have referenced the source in their assignments
- C. Identify the author and evaluate their expertise on the subject
- D. Ensure the author’s ideas and argument align with your own opinions

Question 3

Select the terms that accurately complete these statements:

When you are first learning about a topic, you should conduct _____ research to get a general sense of the topic's key subjects and issues. Once you have a good understanding of the basics, you can move on to _____ research to dive deeper into specific aspects of the topic.

- A. Archival, background
- B. Background, in-depth
- C. In-depth, background
- D. Overview, subject-specific

Primary Sources

Question 1

Primary sources are _____.

- A. Digital materials produced by people in your network
- B. Any source produced before internet use became widespread
- C. Always reviewed by an expert who is familiar with the source's topic
- D. Raw materials or first-hand evidence associated with events from history

Question 2

Imagine you are researching the public's perception of self-driving cars. Which of the following is an example of a primary source that would support your research?

- A. An encyclopedia entry on self-operating technology in the 21st century
- B. Results of a study examining passenger reactions to riding in a self-driving vehicle
- C. The technical manual for a self-driving car
- D. A textbook chapter on the fuel efficiency of self-driving cars

Question 3

You are exploring advances in the development of sustainable alternative airplane fuels. Which of the following is an example of a primary source that would support your research?

- A. An encyclopedia entry on sustainable air travel
- B. Data from a company specializing in jet biofuel
- C. A book about the air travel industry
- D. Textbook images of new fuel-efficient plane designs

Secondary Sources

Question 1

A secondary source is_____.

- A. More accurate than other types of information
- B. A discussion of evidence, not evidence itself
- C. A critique of the primary evidence
- D. Raw material or first-hand evidence

Question 2

Imagine you are researching the impact of social media on the psychological development of teenagers. Which of the following is an example of a secondary source you could use to support your research?

- A. A social media post about psychology published by a teenage user
- B. The results of a study examining social media engagement among teens
- C. A book on young adult psychology in the age of social media
- D. An encyclopedia entry on social media and its usage patterns

Question 3

You are exploring the efforts to protect wild tiger habitats in India. Which of the following is an example of a secondary source you could use to support your research?

- A. Study results from an international wildlife conservation organization
- B. A chapter from the book *Ecology and Conservation of the Bengal Tiger*
- C. The encyclopedia entry for "Bengal tiger"
- D. Social media content from a conservation activist based in India

Tertiary Sources

Question 1

What is the purpose of tertiary sources?

- A. To compile and summarize primary and secondary sources
- B. To document eyewitness accounts of important events

- C. To analyze and review first-hand evidence
- D. To present raw materials related to events in history

Question 2

Imagine you are learning about efforts to preserve coral reefs. Which of the following is an example of a tertiary source that would help you gather background information about the topic?

- A. The eyewitness account of a marine biologist studying a coral reef
- B. Photos of coral reef preservation from activists on social media
- C. A press release announcing a grant to fund coral reef preservation
- D. A textbook about the impact of human activity on coral reefs

Question 3

You are exploring the events that led up to the American Revolution. Which of the following is an example of a tertiary source that would help you gather background information about the Boston Tea Party of 1773?

- A. An entry for “The Boston Tea Party” in a history encyclopedia
- B. The diary of a participant in the Boston Tea Party
- C. A chapter from the book, *The Hidden History of Boston*
- D. A newspaper published during the week of December 16, 1773

Finding Government Information

Question 1

Which of the following statements about government information is true?

- A. Government information is only produced by the federal government
- B. Government information is produced by federal, state, and local agencies
- C. There is no central listing of national government departments
- D. Sources of government information only cover topics related to elections and legislation

Question 2

Government information is _____.

- A. Accessible through a library subscription
- B. Only available to people in specific geographic areas
- C. Free to the public
- D. Often found on sites with .com URLs

Question 3

Imagine you need information about a new national energy-saving initiative. Information published by _____ would give you a big-picture view of the initiative, while guidelines from _____ would provide information to apply to your daily life.

- A. An energy agency, your school administrators
- B. A government department, your local government
- C. Your local government, your national energy department
- D. The foreign relations office, your local government

Choosing a Database

Question 1

Reference databases typically are _____ in nature and cover a _____ array of subjects.

- A. Broad, narrow
- B. In-depth, wide
- C. General, wide
- D. Subject-specific, narrow

Question 2

Imagine you are researching a new clothing fabric made from recycled fibers. You want to learn about the processes involved in making this fabric and about the economic pros and cons of creating recycled fabrics. To locate peer-reviewed articles on these topics, you should refer to a _____.

- A. General database that offers background information on many topics
- B. Subject-specific database that focuses on design
- C. Broad database that introduces users to current economic issues
- D. Scholarly database that covers a wide range of disciplines

Question 3

You want to explore the pros and cons of home education for your upcoming assignment but are having trouble coming up with a research question. To get a better understanding of the subtopics and terminology associated with this subject, you should refer to a _____.

- A. Database of peer-reviewed articles for experts

- B. General database that offers background information on many topics
- C. Subject-specific database that focuses on design
- D. Scholarly database that covers a wide range of disciplines

Understanding Google Search Results

Question 1

What is the purpose of Google's "PageRank" algorithm?

- A. To make websites with the most links appear highest in your search results
- B. To recommend the most credible information related to your topic
- C. To help you narrow the scope of your research question
- D. To make scholarly resources more widely available to the public

Question 2

Imagine you are planning an international vacation. You start a search in Google to find out if you need to get any vaccines before you travel. Which of the following are indicators that a Google search result is from a government health agency?

- A. "GOV" in the page title
- B. A website ending in .gov
- C. The site's low placement in the search results
- D. The "Ad" mark next to the page title

Question 3

In a Google search, natural results appear after any sources tagged as advertisements. Natural results are _____ and have been determined by the algorithm to be _____.

- A. Also paid for by a third party, related to your keywords
- B. Useful sources of information, most popular sources
- C. Not paid for by anyone, relevant to your search
- D. More likely to include external links, useful in your search

Evaluating Sources for Objectivity

Question 1

The purpose of a persuasive source is to _____

- A. Convince the audience that a certain point of view is correct
- B. Provide a fair representation of the facts
- C. Share unbiased information about current events
- D. Tell readers about the latest research developments in a given field

Question 2

In an objective source, the facts are presented_____.

- A. Chronologically, so readers can track the developments of an issue
- B. Fairly, regardless of the writer's personal opinions
- C. So as to support the author's point of view
- D. Without accompanying graphics so readers can focus on the facts themselves

Question 3

You are gathering information to support your report on initiatives to relieve global poverty. Which of the following is most likely to contain objective information on the topic?

- A. The personal blog of a human-rights activist
- B. The results of a study published by a humanitarian-aid organization
- C. An editorial from the "Opinions" section of a newspaper
- D. The first-hand account of an individual living in poverty

Evaluating and Using Quantitative Information

Question 1

Quantitative information describes information that can be measured _____.

- A. With words
- B. Aesthetically
- C. Numerically
- D. Objectively

Question 2

Quantitative information describes information that can be measured _____.

- A. With words

- B. Aesthetically
- C. Numerically
- D. Objectively

Question 3

You want to learn more about the development of low-income housing in your hometown. Which of the following is an example of quantitative information related to this topic?

- A. Building plans describing the layout of the sustainable housing projects
- B. City permits authorizing the building of low-income housing
- C. Data from a study on the increasing need for low-income housing in your area
- D. "Before and after" images of the proposed housing site

Evaluating Sources

Question 1

To be an authority on a subject, an author must_____.

- A. Be accepted as an expert by professionals in his or her field
- B. Have a reputation of being a strict peer reviewer
- C. Be popular among readers who are not experts in the field of study
- D. Have their work included in a database

Question 2

When a source is objective, it means the creator uses _____to reach logical conclusions.

- A. Current information from opinion pieces
- B. Evidence rather than personal opinion
- C. A diverse set of unverifiable facts
- D. Popular rather than current information

Question 3

Shira is researching the cost of attending college and comes across an article that seems relevant. What additional information does she need to evaluate the relevance of the source?

- A. Currency of the information in the article
- B. Her librarian's opinion of the article
- C. The number of other students who have read the article

D. The length and word count of the article

Visual Literacy

Question 1

Visual literacy is the ability to effectively _____ images and visual media.

- A. Copy, create, market, and profit from
- B. Find, interpret, evaluate, use, and create
- C. Reuse, parody, and share
- D. Copyright, protect, and sell

Question 2

Imagine you are researching coastal erosion. You have come across a set of “before and after” images of an eroding waterside park that seem too dramatic to be real. How would you go about evaluating these images?

- A. Look for evidence of alteration such as cropping or blurring
- B. Compare the images to the current view on Google Maps
- C. Examine the creator’s portfolio for past work
- D. Analyze your own feelings and reaction to the images

Question 3

Kirsten is exploring the history of a neighborhood in her city. She comes across an image that supports her assignment, but it includes a logo with the creator’s name on it in the bottom right corner. What should Kirsten do?

- A. Use the image in her assignment as is
- B. Crop out the logo before pasting the image into her assignment
- C. Include the image in her assignment and cite her source
- D. Assume Fair Use will protect her use of the image in her assignment

Finding and Using Images

Question 1

Before incorporating an image into your assignment, you should be sure to _____.

- A. Ask your librarian if the the image is sized appropriately for your assignment
- B. Check for any restrictions that may limit or prevent you from using the image
- C. Delete or white out any text that accompanies the image
- D. Include your own copyright statement to justify the use of the image in your assignment

Question 2

Imagine you are writing a paper on the Mayan Empire. You have found an image online that supports your thesis and want to incorporate the image into your paper. Even if a license allows you to use an image, you must give credit to the creator by_____.

- A. Stating your intentions regarding use of the image in your assignment
- B. Using their name and the image creation date and title, plus an access URL
- C. Making a hard copy of the image and attaching it to your printed assignment
- D. Writing to the creator, explaining how you used their image in your work

Question 3

Eli and Omar are student artists making a video to sell their works online. They want to use an image that they found using Google in their video. Which of the following considerations should they keep in mind?

- A. The image's copyright may prohibit its use for commercial gain
- B. Their artwork will sell better if the video includes images from other creators
- C. If the image is on Google, it is free to use without restrictions
- D. Copyright restrictions do not apply to students and their projects

Academic Integrity

Life in the Information Age

Question 1

Information literacy is the ability to _____.

- A. Adapt your personal beliefs in different situations
- B. Acquire information regardless of intellectual property restrictions
- C. Find and use the right information in different situations
- D. Protect your work from use by others

Question 2

Imagine you are running for a student government position. How can you responsibly apply information literacy to your campaign?

- A. Reusing the text of someone else's campaign for your own purposes
- B. Using technology to communicate and seek support from your classmates
- C. Supporting your opponent's campaign with "likes" on social media
- D. Continuing to find time for exercise and seeing friends during the campaign

Digital Citizenship Part 1

Question 1

Being a digital citizen means _____.

- A. Passively viewing developments in an online community such as a social media channel
- B. Being able to post and share the work of others on an online community
- C. Actively participating in and following the rules and responsibilities of an online community
- D. Learning how to work and learn independent from other users of an online community

Question 2

Imagine you are participating in an online forum on a contentious topic. Your recent post received an angry reply from another participant. Even though you are tempted to defend yourself and voice your frustrations, which of the following statements about digital citizenship should you keep in mind?

- A. The rules of digital citizenship can be overridden when replying to posts written by others
- B. A digital citizen is able to communicate effectively, courteously, and professionally in digital communities
- C. Digital citizens are required to report inappropriate posts and replies to their instructors
- D. If you are posting as an anonymous user, the rules of digital citizenship don't apply to you

Question 3

After school, Betsy hops on her phone to unwind from finishing her class final exam. Which of the following are examples of Betsy being a responsible digital citizen?

- A. Posting the final exam topics on a forum for future students
- B. Sharing an encouraging post on social media and giving credit to the author
- C. Streaming a TV show using her friend's account without their permission
- D. Properly filing her class notes into binders for future reference

Digital Citizenship Part 2

Question 1

Which of the following statements about your personal digital information such as social media posts is true?

- A. Regardless of whether or not you delete them, posts can be kept online and possibly resurface
- B. Once deleted, posts are guaranteed to be removed from all of your social media channels
- C. It's ok to give personal digital information to online sources regardless of the site's credibility
- D. If your social media accounts are protected by a password, you are the only one who can access your posts

Question 2

Part of being a safe and responsible digital citizen is _____.

- A. Making sure your personal online information is secure
- B. Synchronizing your posts to all of your social media channels
- C. Using a single password for all of your online accounts
- D. Browsing posts by others on social media channels

Question 3

Gabriela is a volunteer helping a nonprofit organization communicate with the community using social media. During her shift, she gets a comment from someone who critiques the organization and its mission. Gabriela is upset by the comment and wants to explain the value of the organization. In this situation, Gabriela should practice digital citizenship by _____.

- A. Suggesting she and the commenter meet in person to discuss

- B. Conveying her frustration to the commenter in a post
- C. Writing a response that is professional and fact-based
- D. Flagging the comment as inappropriate and disregarding it

Academic Integrity

Question 1

How can you practice academic integrity as a student?

- A. By sharing your ideas and incorporating the ideas of others without attribution
- B. By only using the ideas of others to complete your course assignments
- C. By referencing many print and digital sources in your work
- D. By presenting your own original ideas, and giving credit to the sources that inspired you

Question 2

Intellectual property is _____.

- A. The rights given to any author who publishes their work
- B. An idea or invention that comes from someone's mind
- C. The consequences of using someone else's work
- D. Another term for practicing academic integrity

Question 3

Jun is researching the benefits of music therapy for children with autism. He does his best to keep his research notes organized but when it comes time to write his paper, he can't find the citation information for a quote he wants to include. What should Jun do?

- A. Use the quote without the citation information
- B. Include the quote followed by "citation unavailable"
- C. Paraphrase the quote using his own words
- D. Find a different quote that he is able to cite fully

What is Plagiarism

Question 1

Plagiarism is _____.

- A. Acceptable when completing an assignment on a topic that is new to you
- B. The act of taking another person's work and using it as your own
- C. Unavoidable when referencing well-known sources
- D. Common among artists, writers, and inventors

Question 2

Imagine you are writing a paper for your economics class. You have found a compelling description of the current state of the economy that you want to incorporate into your paper. Which of the following is the most responsible method of integrating the description into your paper?

- A. Copy and paste the description directly into your paper
- B. Summarize the description and omit the name of the original source
- C. Put quotes around the parts of the description you find most compelling
- D. Paraphrase the description and give credit to the original author

Question 3

Derek is writing a paper examining the evolution of rail transport in the 21st century. He has found a quote from a transportation historian that he wants to use in the introduction of his paper. How can Derek do so responsibly?

- A. Use "According to my research" before the text of the quote
- B. Copy and paste the quote into his concluding paragraph instead
- C. Rewrite the quote in his own words and include the historian's name in parentheses
- D. Place the historian's words in quotations and reference the original source

Citation and Plagiarism

Question 1

Which of the following is an exception to copyright law that allows the public to make limited use of a work currently protected by copyright without the owner's consent?

- A. Public domain
- B. Infringement
- C. Fair use
- D. Plagiarism

Question 2

Phrases like “according to” and “defined by” that precede summary text are examples of _____.

- A. Signal phrases that ensure the original source of information is credible
- B. Signal phrases that prevent the writer from paraphrasing
- C. Signal phrases that stand in for a full reference citation to the original source
- D. Signal phrases used to refer to the original source of the summarized information

Question 3

Ms. Nguyen is preparing her class materials for a unit on civil rights. She finds an exercise in a chapter of a textbook that aligns perfectly with her lesson plan. She makes a copy of the exercise for each of her students. Which of the following fair-use considerations support Ms. Nguyen’s actions?

- A. The exercise will be used for educational purposes
- B. The textbook is a work of fiction
- C. A large amount of the source was used
- D. Copying the exercise greatly diminishes the value of the textbook

Copyright

Question 1

Copyright_____.

- A. Is intellectual property
- B. Grants a creator control over their creations
- C. Does not apply to digital materials
- D. Does not differ by country

Question 2

What is the purpose of a Creative Commons license?

- A. To enforce more strict copyright limitations
- B. To ensure the work is usable after copyright expires
- C. To protect works created before 1923
- D. To allow users to share, reuse, and advance original works

Question 3

Ian is writing a paper on the role of aerial photography in World War II. Which of the following strategies can he use to locate images that are free to use without copyright restrictions?

- A. Search Google for “free images WWII” and select any black-and-white image
- B. Assume any photo from the mid-20th century is part of the public domain
- C. Search Google Images for images with “free to use or share” usage rights
- D. Search an image database and select any image with “Creative Commons” in the title

MLA 8th Edition Citation Basics

Question 1

Which of the following elements comes first in an MLA reference citation?

- A. Publication date
- B. Access date
- C. Author
- D. URL

Question 2

Since online materials can be updated or moved, MLA style recommends including a(n) _____ for online sources so that your readers can determine which version of the content you used.

- A. Access date
- B. Publication date
- C. Author description
- D. URL

Question 3

Which of the following is the correct MLA reference citation for the 2018 book, *Microbia: A Journey into the Unseen World Around You*, written by Eugenia Bone and published by Rodale?

- A. Bone, E. 2018. *Microbia: A Journey Into the Unseen World Around You*. Rodale.
- B. Bone, Eugenia. *Microbia: A Journey Into the Unseen World Around You*. Rodale, 2018.

- C. Eugenia Bone, 2018. *Microbia: A Journey Into the Unseen World Around You*. Rodale.
- D. *Microbia: A Journey Into the Unseen World Around You*. Bone, Eugenia. 2018.

Harvard Referencing System

Question 1

In the Harvard Referencing System, an in-text citation _____.

- A. Refers to a source in the body of a piece of writing
- B. Is only necessary when you quote a source directly
- C. Provides the full details of a source referenced in your work
- D. May not be required, depending on your instructor's preferences

Question 2

According to the Harvard Referencing System, what should you do if a source doesn't have an author listed?

- A. Omit the citation from your assignment
- B. Place quotation marks around the citation information you were able to locate
- C. Copy and paste the information you need from the source into your assignment
- D. Use the name of the organization or website, along with the date.

Question 3

Which of the following is the correct Harvard Referencing System reference citation for the 2020 edition of the book, *The Bell Jar*, written by Sylvia Plath and published by Barnes & Noble?

- A. Plath, S. 2020. *The Bell Jar*. New York, Barnes & Noble.
- B. Sylvia Plath, *The Bell Jar*. Barnes & Noble, New York: 2020.
- C. Plath, Sylvia. *The Bell Jar*. 2020. Barnes & Noble: New York.
- D. Sylvia P. 2020. *The Bell Jar*. New York, US. Barnes & Noble.

Time Management Tips

Question 1

Which of the following strategies will help prevent you from feeling overwhelmed and getting distracted while doing schoolwork?

- A. Scheduling 30-45 minute blocks of study time
- B. Using a paper calendar to manage assignment due dates
- C. Setting aside time to check social media
- D. Outlining your assignments before you start researching your topic

Question 2

Your friend Audrey is having trouble keeping track of her notes and assignment guidelines. Which of the following strategies would you recommend to help Audrey get organized?

- A. Convert all of her notes into digital files
- B. Designate one day each week to review her assignment guidelines
- C. Upload all of her assignment guidelines to cloud storage
- D. Use separate folders for the materials of each of her classes

Question 3

Your friend Levi has struggled to balance classwork with his other responsibilities. His lack of time-management skills is reflected in his low grades for the semester. Which of the following tools would you recommend to help Levi better manage his time next semester?

- A. The syllabus for each class
- B. A digital folder system
- C. Cloud storage
- D. A study buddy

Reading Tips

Question 1

Imagine you forgot to complete a required class reading. It's the day before the in-class discussion and you have to read fifty pages to prepare. Which of the following reading strategies can you apply to help your brain absorb the information?

- A. Highlight important information

- B. Find a busy place to complete your reading
- C. Try reading in small chunks
- D. Go to bed right after reading the fifty pages

Question 2

To improve your reading comprehension, it's better to _____ instead of _____ important concepts.

- A. Highlight, memorizing
- B. Take notes, highlighting
- C. Copy, take notes on
- D. Photograph, highlighting

Question 3

Sidney likes to complete his weekly reading assignments on Tuesdays at a busy cafe afterschool. He notices his grades on the weekly reading comprehension quizzes have been low. Which of the following suggestions would you give Sidney to improve his reading comprehension?

- A. Read with a friend or with a group at the cafe
- B. Memorize the intro and conclusion of each weekly reading assignment
- C. Seek out distractions to help make the readings more memorable
- D. Find a quiet place to absorb the information

Introduction to Note Taking

Question 1

When taking notes on a class lecture, you should_____.

- A. Record everything you hear
- B. Only take notes on the important points
- C. Copy your instructor's words exactly
- D. Focus on the details of the speaker's delivery

Question 2

While taking lecture notes, you should _____ to reinforce your memory.

- A. Copy the lecturer's words exactly
- B. Highlight your reactions to the speaker

- C. Avoid writing down your own ideas
- D. Paraphrase, or use your own words

Question 3

Your classmate Margaret is having trouble taking notes in class. She rushes to write down everything the instructor says, but often can't keep up. She then has trouble making sense of her hurried notes when preparing for an assignment. What advice would you offer Margaret?

- A. Continue to record everything you hear, you'll get better with practice
- B. Only take notes on the important concepts and details relevant to the assignment
- C. Take note of your instructor's words exactly using a computer instead
- D. Get notes from a classmate who is better at taking notes

10 Most Common Writing Errors

Question 1

Imagine you wrote a paper on using gamification in online learning. Your instructor graded your paper as a B+. You lost the most points because your paper lacked flow and your instructor struggled to follow your argument. Which of the following writing elements should you have used to help lead your reader through your argument?

- A. A stronger thesis
- B. More detailed paraphrasing
- C. Clearer pronouns
- D. Transitions between sentences

Question 2

Which of the following common writing errors is illustrated in this example?

A recently published report from NASA finds a new explanation for the high temperatures of Saturn's upper layers.

- A. Weak thesis statement
- B. Poor transition
- C. Unclear pronouns
- D. Verb tense

Question 3

Simone is writing a paper on unequal access to health foods among underfunded school districts. Which of the following common writing errors is illustrated by Simone's work?

"The recent study on school children and malnutrition state that access to healthy food is limited in underfunded school districts."

- A. Unclear transitions
- B. Inappropriate pronouns
- C. Inadequate paraphrasing
- D. Incorrect subject-verb agreement

Preparing for a Pro/Con Debate

Question 1

In a pro/con debate, each side's argument is followed by a _____.

- A. Concluding statement
- B. Follow-up
- C. Opening statement
- D. Rebuttal

Question 2

Which of the following strategies can you use to better argue against your opponent?

- A. Strengthening your opening statement
- B. Asking them for the content of their argument
- C. Researching their possible arguments
- D. Writing a backup argument

Question 3

You are debating with a classmate about the pros and cons of free college tuition. Your opponent has made a weak argument against the issue. You respond by telling your opponent that they should have taken more time to research the facts. Why is this not a successful debate strategy?

- A. You are critiquing your opponent personally rather than their argument
- B. You may appear to be abandoning your own team

- C. It critiques your opponent's argument, not their personality
- D. It may appear as a concession to your opponent's point

Teamwork and Collaboration

Question 1

You are part of a fundraising team. One of the team members has experience as a volunteer at a nonprofit organization and has no trouble quickly brainstorming innovative plans. The rest of the team feels pressured to keep up. Which of the following teamwork strategies can you apply to give everyone the chance to participate in the brainstorming process?

- A. Require everyone to arrive 5 minutes early to meetings
- B. Set aside 5-10 minutes to brainstorm in small groups
- C. Create a point system to encourage participation
- D. Ask the experienced team member not to participate

Question 2

Expressions, gestures, and posture are examples of _____ that can impact how team members interpret each other's words and actions.

- A. Team characteristics
- B. Collaborative strategies
- C. Disinterested behavior
- D. Non-verbal cues

Question 3

Diego is part of a class group working on a writing project together. Things aren't going well so far. Diego feels the other group members are argumentative and can't make simple decisions without first having a drawn-out conversation. Which of the following teamwork skills should Diego consider before voicing his frustrations?

- A. Come to group meetings late to give the others time to argue without him
- B. Consider alternate interpretations that may explain his classmates' behaviors
- C. Ask his instructor to switch into a friendlier project group
- D. Set a rule that no one is allowed to discuss a decision for more than five minutes

Presenting Information, Part 1

Question 1

Sometimes, presentations include new or contradictory information about an issue. To help your audience form their own opinions, be sure to _____.

- A. Only present the most current information
- B. Highlight the pros of the issue
- C. Provide a big picture view of the issue
- D. Draw on popular sources of information

Question 2

To ensure your presentation is relevant to your audience, be sure to consider _____.

- A. How you can shape your audience's opinion to align with your own
- B. Which sources are most popular and most likely to change your audience's opinions
- C. How much your presentation skills have improved since you began researching the topic
- D. The type and amount of information your audience actually needs to know

Question 3

Imagine you are preparing a presentation on the benefits of solar power. You have found some persuading sources to support your coverage of the issue, but you can't be sure if the information is credible. What should you do?

- A. Use the information in your presentation and cite your sources
- B. Adjust your argument to avoid using sources you aren't sure are reliable
- C. Evaluate the information for accuracy and exclude any unverifiable facts
- D. Discard the information, even if it supports your argument

Presenting Information, Part 2

Question 1

Select the answer that accurately describes the progression of an effective presentation.

- A. Explain the reasoning behind your presentation, present your sources, ask if the audience has questions
- B. Outline your presentation, practice in front of an audience, submit your assignment for grading
- C. Preview the main topics for your audience, present what you want them to know, review

- what you told them
- D. Time your presentation, integrate the pros and cons of an issue, summarize the takeaway message

Question 2

If you decide to use visuals to support your presentation, you must make sure that _____.

- A. The visuals will create a positive response among the audience
- B. You have permission to use any media you didn't create yourself
- C. The visuals distract from your attire, body language, and message
- D. No one in the audience has seen the visuals prior to the presentation

Question 3

Ben is preparing for a class presentation on the Roman aqueduct system. He's sure his project will earn him a good grade since he has incorporated animation effects and video clips into his presentation. Which of the following presentation preparation tips should Ben keep in mind?

- A. Presentations that include video elements are usually scored higher
- B. He should send his instructor a copy of the presentation to preview before the in-class session
- C. The presentation's visual and audio settings for the classroom will be the same as his practice sessions at home
- D. He should test his presentation and effects and equipment prior to presenting in front of the class

Study Skills

Question 1

To help manage your time, you should _____ as soon as you receive a class assignment.

- A. Start outlining your position or argument
- B. Finalize your list of search terms
- C. Mark the due date on your calendar
- D. Jump into in-depth research

Question 2

Jorge's determined to get better grades this coming semester. He has decided that studying with his best friend right after class will be the best way to improve his study skills. What should

Jorge keep in mind as the semester progresses?

- A. He might learn better by teaching himself the material instead of studying with a friend
- B. Studying with his friend after class will be the best time of day for studying
- C. Getting better grades is not related to his after school study habits
- D. He may need to adjust his study strategy depending on the class or task

Question 3

Monica has a full class schedule and has an after-school babysitting job. She wants to make sure she has time to both study and work this semester. What should Monica do to manage her work and study time for the semester?

- A. Schedule her babysitting shifts first, then find time to study
- B. Remove babysitting shifts each week when she finds out an assignment is due
- C. Use her class syllabi to schedule study time and mark important assignment deadlines
- D. Set a reminder on her computer or smartphone to reschedule babysitting shifts