

Test Bank

to accompany

IDEAS AND AIMS

Tim Taylor

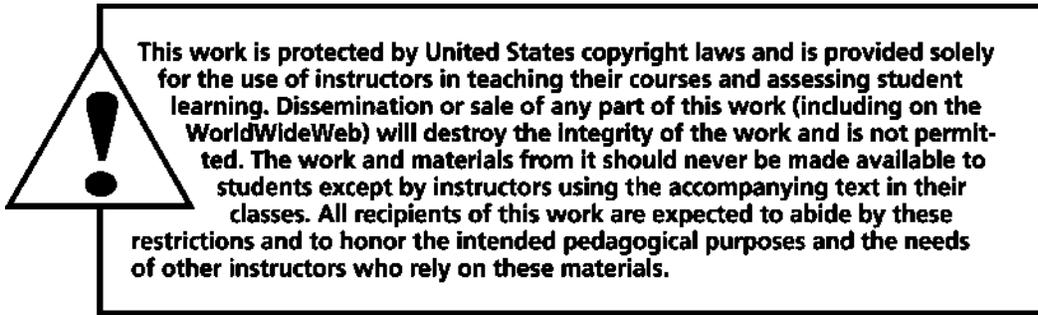
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Test Bank to accompany Taylor/Copeland, *Ideas and Aims*

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www.pearsonhighered.com

ISBN 10: 0-13-392865-9

ISBN 13: 978-0-13-392865-9

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Chapter 1: What It Means to Be a College Student: Following the Codes

1. Who demonstrates the best practices of an active learner?
 - a. Stella must balance school with work, so she has to miss several classes. Because she's a bit shy, she sits in the back and seldom asks questions. She gets all her work turned in on time and thinks she's doing well enough that she doesn't have to visit the writing center.
 - b. Andy attends every class, but seldom takes notes because before any tests he plans to check the PowerPoints the teacher has posted on Blackboard. He plans to wait until he sees his midterm grade and go to the writing center if he needs to improve his grade.
 - c. Shanesha attends every class and takes notes that she checks against the postings the teacher puts on Blackboard. She stops by her instructor's office if she has questions about assignments and makes regular visits to the writing center. She keeps track of all her grades and looks for ways to improve.
 - d. Devante sits near the back and does not ask questions, but he attends every class and always brings his text. He has to leave right after class to go to work, so he can't visit the writing center, but he asks his sister to look over his papers when she can. He hopes he is doing well enough to pass the class.

2. Why is it important to demonstrate strong *ethos* in the classroom?
 - a. Students who demonstrate good character have credibility and their ideas are more likely to be respected by their instructors and peers.
 - b. Students who demonstrate strong *ethos* always get better grades.
 - c. Students who demonstrate strong *ethos* are usually very popular and can make a lot of new friends on campus.
 - d. Instructors will give extra credit to those who demonstrate good behavior.

3. Who demonstrates critical thinking?
 - a. William plans to major in physical therapy because he read a newspaper article that predicted a high demand for individuals trained in that field.
 - b. Before hiring a contractor to remodel her basement, Ava checked the company's record with the Better Business Bureau, spoke with several former customers of the company, and compared the company's work and rates to those of other local contractors.
 - c. Jayden bought a pair of tennis shoes because the shoes are endorsed by a famous basketball player.
 - d. After reading an advertisement on her *Yahoo* homepage, Ava decided to try a new weight-loss drug.

4. What is a college discourse community?
 - a. It's a club for people with a common interest.
 - b. It is a group that explores better ways to communicate across the campus.
 - c. It is a group that helps students with writing to meet the expectations of their professors across the various disciplines.
 - d. It is a group formed around an academic discipline whose members share similar habits of thinking, problem solving, and communicating.

5. Which of the following writers is most likely to produce quality writing?
 - a. Ali looks at the grade on his papers, but does not revise or edit them. He avoids writing except when he has to for his classes, and then he usually writes the paper the evening before it is due.
 - b. Zoey starts on a paper as soon as it is assigned and follows a process of writing over several days. She looks over past papers, so she can avoid making the same mistakes. She enjoys putting her own individual take on the topics to make them more interesting for her readers. When not writing for her classes, Zoey keeps a journal, writing a little every day.
 - c. Gary takes his time to do exactly what the assignment asks for and is always careful to meet the minimum page requirement on an assignment. He doesn't really understand how prewriting and outlining will help him write better papers, so he usually starts with a draft and adds to it until it's long enough. He goes to the writing center for advice on editing.
 - d. Alexis does her best work when she's interested in the topic, but if she doesn't care for it, she does what is necessary to get the paper done and turned in on time. She has trouble with grammar and punctuation, so she lets her mother, who is a retired teacher, edit all of her papers. Once she writes a draft, she doesn't like to make a lot of changes, trying to get everything just right the first time.

6. In analyzing a writing assignment, what should a writer be sure to consider carefully?
 - a. The writer should note the topic, audience, and purpose and any special requirements the instructor has indicated, such as the use of outside sources, length, and due date.
 - b. The topic is most important followed by the required length and due date.
 - c. The writer should know whether or not the assignment requires outside research and how long the final paper should be.
 - d. The writer should know what the teacher most enjoys about the subject and focus on getting that point across. It's also important to know the special requirements like due date and page length.

Chapter 2: The Reading Process

1. Who practices the best active reading strategies?
 - a. Rhea skims the reading and highlights the first sentence of every paragraph. She takes notes over the reading during class discussions. Usually she can understand what she reads without looking up the few words she doesn't know.
 - b. Austin likes to read the assignment right before class, so it will be fresh in his mind. He can usually find the thesis in the introduction and underlines it. If there's time, he'll look up words he doesn't know.
 - c. Leslie skims the reading first and then reads it more carefully a second time, highlighting the sentences that are major supports of the thesis. She looks up words she doesn't know and marks passages that are unclear, so she can ask about them in class.
 - d. Geoff reads the assignment once, but he takes his time and highlights what he thinks are important points. He knows the instructor will talk about the thesis and audience in class, so he'll add that to his notes later. He circles words he doesn't know to look up when he has time.

2. Why is it important to determine the thesis of what you are reading?
 - a. The thesis presents the main point a writer wants to make about a subject and controls the action in a piece of writing.
 - b. Always in the introduction, the thesis is a quick summary of the writing.
 - c. It presents the writer's major reasons and supporting details.
 - d. The thesis lets the reader know the audience and context for a piece of writing.

3. A composition teacher assigns an article in which the author argues for strict laws to prevent drivers from using a hand-held cell phone while driving. Which of the following readers approaches this article as a believer?
 - a. Lenn thinks the author is too old to be fair about the situation because older drivers have more trouble using a cell phone while driving.
 - b. Robyn thinks the author should have used more relevant examples to make the article more interesting.
 - c. Alex wonders if there are statistics to back up the author's argument that using a cell phone while driving has led to more automobile accidents because none are given in the article.
 - d. Nermina recalls one of her friends was in an accident because he was texting while driving and thinks the author of the article cites compelling research on the dangers of multi-tasking.

4. A teacher of a medical ethics class has assigned an article in which the authors argue that organ donors or their families should be paid for donated organs as a way to increase the availability of organs for transplant. Which of the following readers approach this article as a doubter?
 - a. Veronica has an uncle who is on a transplant list waiting for a kidney and understands that there is a shortage of organ donors.
 - b. Austin thinks the examples the authors use make a compelling case for doing more to increase organ donation.
 - c. Desiree recalls reading that the World Health Organization is against paid organ donation because it victimizes the poor and vulnerable.
 - d. Cassidy believes the author describes the problem in a way that interests even those readers who have no medical background or interest in organ transplants.

4. How can using the IDEAS template help you as a reader?
 - a. It can help you read faster.
 - b. It can help you understand confusing words and explanations.
 - c. It can help you break down and analyze a writer's work.
 - d. It can help you improve your sentence skills.

5. How does a summary differ from a paraphrase?
 - a. A summary may contain some quoted words and phrases.
 - b. A summary must be documented.
 - c. A summary should contain only the ideas and opinions found in the original work being summarized.
 - d. A summary should contain only main ideas, typically reducing the original work by 50 percent.

Read and analyze the following paraphrases of the passage below from Chapter 1 of your textbook and determine if the paraphrases are plagiarized, too general, inaccurate, or acceptable.

“Critical thinkers avoid bias and prejudice. Just as they evaluate outside evidence for relevancy and accuracy, critical thinkers question their own views and recognize their own potential for errors in judgment. While they understand the cliché “everyone has a right to an opinion,” critical thinkers know that all opinions are not equally valid. Some opinions are poorly formulated, weakly supported, or totally off base. Informed opinions *are supported by ideas, facts, details, examples, and experiences*. Thinking critically—the third principle in our college student’s code of behavior—is thinking that leads to an informed opinion.”

Taken from Taylor and Copeland, *IDEAS and Aims*, page 7

6. Critical thinkers always test their own and others’ opinions for accuracy, relevancy, and strong support. They do this because they themselves may be impartial and others may have faulty opinions as well. This careful assessment gives critical thinkers their informed opinions (Taylor and Copeland 7)
 - a. plagiarized
 - b. too general
 - c. inaccurate
 - d. acceptable

7. Critical thinkers try to stay impartial by carefully looking at outside sources and even evaluating their own opinions in order to detect errors in judgment. No one has a right to an opinion that is not based on facts and other strong evidence. Critical thinkers always have the best opinions because they are supported with sufficient, accurate, and relevant evidence (Taylor and Copeland 7).
 - a. plagiarized
 - b. too general
 - c. inaccurate
 - d. acceptable

8. Critical thinkers avoid prejudice by evaluating outside evidence for accuracy and relevancy and questioning their own views for errors in judgment. They understand that others have opinions, but critical thinkers also know these opinions are not similarly valid. Some are poorly thought out, have weak support, or are totally off base. Informed opinions are well supported with thoughts, facts, illustrations, and personal experiences. Thinking critically is what leads to an informed opinion (Taylor and Copeland 7).
- plagiarized
 - too general
 - inaccurate
 - acceptable
9. Critical thinkers are careful to assess both the evidence discovered through research and their own thoughts and opinions in order to detect faulty thinking caused by biased preconceptions. Although they respect others' rights to opinions, critical thinkers understand that not all opinions are accurate or acceptable if they are not founded on strong support. Critical thinkers look for sufficient, accurate, and relevant support upon which to base their informed opinions (Taylor and Copeland 7).
- plagiarized
 - too general
 - inaccurate
 - acceptable
10. Which of the following quotes from the William Cronon essay “‘Only Connect . . .’: the Goals of a Liberal Education” would be acceptable?
- According to teacher and scholar William Cronon, “A liberal education is about gaining the power and the wisdom, the generosity and the freedom to connect” (30).
 - Cronon says the word *free* “goes all the way back to the Sanskrit word *rodhati*” (27).
 - “Liberal education is based on these values: it aspires to nurture the growth of human talent in the service of human freedom” (27).
 - Cronon believes that liberally educated people “have the intellectual range and emotional generosity” to be open-minded about ways of looking at the world that differ from their own.

