Instructor's Manual with Test Bank

Mindscapes
Critical Reading Skills and Strategies

SECOND EDITION

Christine Evans Carter
St. Louis Community College—Mermec

WADSWORTH
CENGAGE Learning

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

WADSWORTH
CENGAGE Learning

© 2014 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher except as may be permitted by the license terms below.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product, submit all requests online at **www.cengage.com/permissions**
Further permissions questions can be emailed to **permissionrequest@cengage.com**

ISBN-13: 978-1-133-94277-1
ISBN-10: 1-133-94277-6

Wadsworth
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at:
www.cengage.com/global

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Wadsworth, visit
www.cengage.com/wadsworth

Purchase any of our products at your local college store or at our preferred online store
www.cengagebrain.com

NOTE: UNDER NO CIRCUMSTANCES MAY THIS MATERIAL OR ANY PORTION THEREOF BE SOLD, LICENSED, AUCTIONED, OR OTHERWISE REDISTRIBUTED EXCEPT AS MAY BE PERMITTED BY THE LICENSE TERMS HEREIN.

READ IMPORTANT LICENSE INFORMATION

Dear Professor or Other Supplement Recipient:

Cengage Learning has provided you with this product (the "Supplement") for your review and, to the extent that you adopt the associated textbook for use in connection with your course (the "Course"), you and your students who purchase the textbook may use the Supplement as described below. Cengage Learning has established these use limitations in response to concerns raised by authors, professors, and other users regarding the pedagogical problems stemming from unlimited distribution of Supplements.

Cengage Learning hereby grants you a nontransferable license to use the Supplement in connection with the Course, subject to the following conditions. The Supplement is for your personal, noncommercial use only and may not be reproduced, posted electronically or distributed, except that portions of the Supplement may be provided to your students IN PRINT FORM ONLY in connection with your instruction of the Course, so long as such students are advised that they may not copy or distribute any portion of the Supplement to any third party. You may not sell, license, auction, or otherwise redistribute the Supplement in any form. We ask that you take reasonable steps to protect the Supplement from unauthorized use, reproduction, or distribution. Your use of the Supplement indicates your acceptance of the conditions set forth in this Agreement. If you do not accept these conditions, you must return the Supplement unused within 30 days of receipt.

All rights (including without limitation, copyrights, patents, and trade secrets) in the Supplement are and will remain the sole and exclusive property of Cengage Learning and/or its licensors. The Supplement is furnished by Cengage Learning on an "as is" basis without any warranties, express or implied. This Agreement will be governed by and construed pursuant to the laws of the State of New York, without regard to such State's conflict of law rules.

Thank you for your assistance in helping to safeguard the integrity of the content contained in this Supplement. We trust you find the Supplement a useful teaching tool.

Printed in the United States of America
1 2 3 4 5 6 7 16 15 14 13 12

Contents

Section One: A Guide to Instructors 1

Suggested Teaching Strategies 1

Levels of Thinking 1

Learning Styles 1

Multiple Intelligences 1

Objectives: Pre-Assessment and Post-Assessment 2

Why Do You Need to Know This? Linking Reading and Study Skills to Academic Courses 2

Textbook Application Resources 2

Presenting Reading and Study Strategies 2

Critical Thinking Skills 3

Write to Learn: Apply This To Your Life 3

Write About the Theme 4

Collaborative Learning 4

Write About the Skills 4

Metacognitive Reflection 5

General Activities and Resources 5

Textbook Preview Activity 5

Critical Thinking Guidelines for the Online World 5

Collaborative Activity: Campus Resource Scavenger Hunt 7

Syllabus Quiz 8

Section Two: Approaches to Individual Chapters 9

Introduction 10

Learning Objectives 10

Collaborative Learning: Share Your Knowledge 10

Write to Learn: Apply This To Your Life 11

Study Strategies: Using Your Motivation, Time Management, and Learning Styles 11

Study Strategies: Using Your Motivation, Time Management, and Learning Styles 12

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

UNIT 1: Reading for Structure

Chapter 1: Understanding Active Reading 15

Learning Objectives 15

Teaching Tips 15

Collaborative Learning: Share Your Knowledge 15

Write to Learn: Apply This To Your Life 15

Visual Art Connections 17

Vocabulary Strategy: Using Context Clues 18

Thematic Website Resources for Chapter One 18

Independent Learning: Understanding Graphics, Applying Topic and Questioning to Visual Aids 18

Apply SQR4, PQR4, and KWL 19

Apply SQ4R 20

Apply PQ4R 21

Apply KWL 22

Chapter 2: Understanding Patterns of Organization and Supporting Details .. 23

Learning Objectives 23

Collaborative Learning: Share Your Knowledge 24

Write to Learn: Apply This To Your Life 24

Visual Art Connections 25

Make the Connection: Recognizing Patterns of Organization 26

Recognizing Patterns of Organization: Major and Minor Details and List Patterns 26

Recognizing Patterns of Organization: The Role of Transition Words 26

Collaborative Learning: Research Presentation 27

Thematic Website Resources for Chapter Two 27

Vocabulary Strategy: Identifying Prefixes and Suffixes 28

Answers for More Practice with Prefixes Activity 30

UNIT 2: Reading for Main Ideas

Chapter 3: Understanding Explicit Main Ideas 32

Learning Objectives 32

Collaborative Learning: Share Your Knowledge 32

Write to Learn: Apply This To Your Life 33

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Quotations for Reflection 34
Student Engagement 35
Visual Art Connections 35
Make the Connection: Author's Purpose 36
Main Idea 36
On Your Own: Determining Topic Sentences within Paragraphs 36
On Your Own: Find the Main Idea 37
Study Strategy: Summarizing to Express Main Idea and Supporting Details 37
Collaborative Learning: Cultural Anthropologist Project 38
Thematic Website Resources for Chapter Three 38
Recognizing Root Words 39
Chapter 4: Understanding Implied Main Ideas 41
Learning Objectives 41
Collaborative Learning: Share Your Knowledge 41
Write to Learn: Apply This To Your Life 42
Visual Art Connections 43
Understanding Graphics: Finding Implied Main Ideas in Visual Aids and Cartoons 43
On Your Own: Recognizing Figurative Language 43
Study Strategy: Reading and Understanding Literature 44
Collaborative Learning: Group Behavior 44
Thematic Website Resources for Chapter Four 44

UNIT 3: Reading for Study

Chapter 5: Understanding Text Marking and Annotation 48
Learning Objectives 48
Collaborative Learning: Share Your Knowledge 48
Write to Learn: Apply This To Your Life 48
Metacognitive Reflection 49
Visual Art Connections 49
Make the Connection: Reading Rate 50
Collaborative Learning: College Admissions 50
Thematic Website Resources for Chapter Five 50
Collaborative Learning: College Admissions 51

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Chapter 6: Text Note Taking **52**
Learning Objectives 52
Collaborative Learning: Share Your Knowledge 52
Write to Learn: Apply This To Your Life 52
Visual Art Connections 54
Make the Connection: Pre-Assessment 54
On Your Own: Taking Notes from a Reading 55
Collaborative Learning: Researching a Social Issue 55
Thematic Website Resources for Chapter Six 55
Collaborative Learning: Researching a Social Issue 56
Making Connections with Text 56

UNIT 4: Reading Critically

Chapter 7: Understanding Arguments **58**
Learning Objectives 58
Collaborative Learning: Share Your Knowledge 58
Write to Learn: Apply This To Your Life 59
Visual Art Connections 60
Make the Connection: How to Read a Newspaper Article 60
Collaborative Learning: Case Study 60
Thematic Website Resources for Chapter Seven 60
Thinking It Through: Mapping an Argument and Recognizing Support 61
How to Read a Newspaper Article 62
Identifying Propaganda Devices: A Card Game 62
Chapter 8: Evaluating Arguments **68**
Learning Objectives 68
Collaborative Learning: Share Your Knowledge 68
Write to Learn: Apply This To Your Life 68
Visual Art Connections 70
Make the Connection: Recognizing Propaganda in Advertisements 70
Application 1 70
Collaborative Learning: Case Study on Medical Ethics 71
Thematic Website Resources for Chapter Eight 71
Materials Review 73

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Section Three: Test Bank **74**

Chapter 1

Reading Comprehension Quizzes

Application 1: "The Three R's of Remembering: Record, Retain, Retrieve," by Constance Staley 75

Application 2: "Increase Your Memory Power," by Carol Kanar 76

Vocabulary Strategy Quiz: Using Context Clues 77

Additional Reading and Comprehension Quiz 79

Chapter 2

Reading Comprehension Quizzes

Application 1: "Is There a Link Between Creativity and Addiction?" by David Biello 81

Application 2: "Drugs and the Brain," NIDA 82

Vocabulary Strategy Quiz: Identifying Prefixes and Suffixes 83

Additional Reading and Comprehension Quiz 86

Chapter 3

Reading Comprehension Quizzes

Application 1: "The Internet—Meeting Online and After by David Knox and Caroline Schacht 88

Application 2: "Culture, Gender, and Identity" by Ronald B. Adler and Russell F. Proctor II 89

Vocabulary Strategy Quiz: Recognizing Root Words 90

Additional Reading and Comprehension Quiz 92

Chapter 4

Reading Comprehension Quizzes

Application 1: "A Brief History of the Salem Witch Trials," by Jess Blumberg 94

Application 2: "The Lottery," by Shirley Jackson 95

Vocabulary Strategy Quiz: Understanding Figurative Language 97

Additional Reading and Comprehension Quiz 98

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Chapter 5

Reading Comprehension Quizzes

Application 1: "Get In, Show Up, Drop Out," by Alex Kingsbury 100

Application 2: "Development of Achievement Motivation," by Douglas A. Bernstein, Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy..... 101

Vocabulary Strategy Quiz: Improving Your College-Level Vocabulary 102

Additional Reading and Comprehension Quiz..... 104

Chapter 6

Reading Comprehension Quizzes

Application 1: "Report: Teen Birth Rate Hits Record Low," by Jennifer Kerr .. 106

Application 2: "World Population Hits 7 Billion," by Haya El Nasser..... 107

Vocabulary Strategy Quiz: Studying Vocabulary 108

Additional Reading and Comprehension Quiz..... 109

Chapter 7

Reading Comprehension Quizzes

Application 1: "The Social Psychology of False Confessions: Compliance, Internalization, and Confabulation," by Saul M. Kassin and Katherine L. Kiechel..... 111

Application 2: "Theory Links Lead Exposure, Crime," by Shankar Vedantam. 112

Vocabulary Strategy Quiz: Recognizing Bias and Tone: Denotation, Connotation, and Loaded Language 113

Additional Reading and Comprehension Quiz 114

Chapter 8

Reading Comprehension Quizzes

Application 1: "Cash to Doctors Can Ruin Patients' Trust" by the Editor, Miami Herald 116

Application 2: Two Passages..... 117

"Our View: Organ Donations Fall Short; Financial Incentives Can Help," by U.S.A. Today editorial staff..... 117

"Opposing View: Organs Aren't Commodities," by Charles B. Fruit 117

Vocabulary Strategy Quiz: Intended Meaning: Euphemisms & Doublespeak.. 118

Additional Readings and Comprehension Quizzes..... 119

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Answer Keys to Test Bank

Chapter 1 121
Chapter 2 122
Chapter 3 123
Chapter 4 124
Chapter 5 125
Chapter 6 126
Chapter 7 127
Chapter 8 128

Section Four: Midterm and Final Exam 129

Midterm Exam Section 1: Measuring Time 130
Midterm Exam Section 2: Team Cohesiveness 132
Midterm Exam Section 3: The Globalization of Sexual Commerce 134
Midterm Exam Section 4: Generative Frames for Argument 136
Final Exam Section 1: The Active Audience 138
Final Exam Section 2: Introduction to Sam Shepard's Buried Child 140
Final Exam Section 3: Ecosystems 142
Final Exam Section 4: Television Transforms Daily Life 144

Answer Keys to Midterm and Final Exams, ... 146

Midterm Answer Key 146
Final Exam Answer Key 146

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Section One: A Guide to Instructors

Suggested Teaching Strategies

The following suggestions can be used to enhance the effectiveness of each skill presented.

Levels of Thinking

Benjamin Bloom and colleagues first published the *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain* in 1956. They identified six levels of cognitive functioning. Bloom's Taxonomy is explicitly addressed in Chapter 8. Students may use this taxonomy to evaluate their learning throughout the course, and practice applying the schema for use in other learning contexts.

Useful Websites

- http://collegeteachingtips.com/354/blooms-taxonomy
  College Teaching Tips. Link to an article in which specific examples of questions at each level of Bloom's taxonomy.
- http://www.edleader.org/teacherleader/BLOSSOMING%20WITH%20BLOOM'S_metacog%20files.pdf
  Link to a chart that provides question starters and potential activities at each level of Bloom's Taxonomy.

Learning Styles

People have long recognized that individuals have different styles of learning and doing. It is essential to enable students to move beyond recognition of their preferred learning styles to effective application of the tools that support their strengths.

Neil Fleming developed the VARK inventory in 1987. While originally intended for use in the business community, VARK has become a widely used inventory in education. The inventory and a variety of associated resources can be used free of charge by colleges, universities, and other educational institutions. In addition to providing students with an insight into their learning style, resources are available to empower students to move beyond a learning style label and apply strategies to enhance their learning through their learning style. Have your students take the VARK inventory, reflect on, and discuss the results.

Useful Website

http://www.vark-learn.com/english/index.asp
VARK official website. The official website for the VARK learning styles. This website includes a guide to understanding learning styles, as well as a link to the questionnaire.

Multiple Intelligences

Howard Gardner first published *Frames of Mind* in 1983, in which he shared his theory of multiple intelligences (MI). In his initial work he identified seven intelligences. Using the criteria he and his colleagues developed for identifying particular varieties of intelligence, he has since added an eighth intelligence. Gardner's Multiple Intelligences are explicitly addressed in the Introduction. Have students take a Multiple Intelligences inventory, reflect on, and discuss the results.

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Useful Websites

- http://www.literacyworks.org/mi/home.html
  Multiple Intelligence for Adult Literacy and Education, presented by Literacyworks. This website provides an introduction to MI Theory, a Multiple Intelligences Inventory for Adult learners, suggestions for instructors to incorporate each intelligence into lessons, and a list of resources for additional information on MI Theory and the use in the classroom.
- http://www.surfaquarium.com/MI/index.htm
  Surfquarium. This website provides a link to a Multiple Intelligences Inventory, links to websites for additional information on MI, and links to articles about MI and technology and MI and instruction.

Objectives: Pre-Assessment and Post-Assessment

Pre-assessment activities help to activate students' background. They establish what they know and what they need to learn. At the end of each chapter, students can refer back to the original activity to make sure they've learned all aspects of the objectives.

Why Do You Need to Know This ? Linking Reading and Study Skills to Academic Courses

Activities in every chapter provide students with immediate opportunity to practice reading and study skills. It is helpful to conduct class discussions early in the semester about the utility of the skills and the importance of using them as they are learned.

Students must cultivate their abilities to transfer the skills they have learned in the reading classroom to their own course materials. Even if they completely understand and are able to explain a particular reading/study method, that knowledge is of little value unless the method is applied to college textbook reading. A major task for college reading skills instructors, then, is to encourage students to transfer and apply the skills they are learning to practical situations.

Textbook Application Resources

NEW in this edition are two new full-length textbook chapters included at the end of Units 1 and 2. Textbook Application Resources are provided to support the textbook chapters from a content-area text. Students have authentic chapters from four college textbooks on which to try out their skills in relation to the content, and professors have authentic outlines and quizzes that students would use if they were being tested on the chapters.

Presenting Reading and Study Strategies

As you present the reading strategies covered in the text, it is important to provide students experience with various types of thinking. Each student exhibits a unique combination of learning strengths, so it is practical to vary your approach to accommodate individual differences. Switching between the following three methods of presentation can help all students exercise different types of thinking skills.

Directive Instruction

This traditional approach most closely approximates the lecture method used in other college courses.

Introduce the strategy. Establish its relevance, use, and importance.

Explain procedures. Describe how the technique works; explain steps in the process.

Demonstrate. Using sample materials, show how the technique is done.

Apply. Guide students in applying the technique.

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Evaluate. Reflect on the usefulness of the technique and discuss modifications for different learning situations.

This approach is effective for skills that are complicated because they involve several steps, or because students find them to be difficult or confusing. The directive approach can be least effective in encouraging students to think because they tend to "follow the rules."

Inductive Learning

Inductive learning can be interesting and engaging for students, because it requires them to reason, to make inferences about the strategy, and to articulate the processes involved.

Introduce the strategy. Establish a situation in which students can use the technique.

Practice. Students experiment with the technique, and the instructor provides information on the process.

Reflect and Explain. Students explicitly identify the purpose of the strategy and describe how it is done, including the specific steps in the process.

Apply. Students apply the technique, using the steps they have articulated.

Review. Students review the strategy and identify typical situations in which it can be used.

Problem-Solving

Problem-solving strategies can be transferred to any academic or life challenge.

Establish the current circumstances and the desired outcome.

Describe the problem.

Identify possible solutions. Students suggest learning strategies. Instructors can gently suggest options and alternatives.

Evaluate possible solutions. Students compare possible strategies, and identify advantages and disadvantages.

Experiment with the selected solution. Students select the best process or procedure, and apply the technique.

Evaluate the solution. Students evaluate the effectiveness of the strategy, and identify reasons for its effectiveness. The instructor can ask the students to identify other circumstances in which the strategy may be appropriate.

Critical Thinking Skills

The instructor can cultivate a focus on thinking by carefully considering how to conduct the course, what kind of atmosphere to create, and setting appropriate expectations.

Write to Learn: Apply This To Your Life

Writing about the course content can help students to activate background knowledge, monitor their learning, and apply new knowledge to their own circumstances, interests, and experience.
Journals or learning logs can be kept to explicitly reflect on students' learning experiences. Journal writing invites students to consolidate their experiences and to evaluate their academic progress. Journals

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

provide valuable insights into how the students are responding to the course instruction and identify problems students are experiencing.

Write About the Theme

Students may write about the theme of each chapter. What do they already know about the topic? What questions do they have? Where can they find more information about topics of particular interest? One feature to encourage writing at the end of each chapter is "Thematic Connections."

Each theme relies on content area from a variety of academic disciplines. Students may find this an excellent opportunity to explore areas of interest as they determine which areas to explore for their major and minor courses of study.

Chapter Themes and Academic Disciplines in a Nutshell

Introduction: Strategies for College Success

Chapter One: The Brain and Learning (College Success, Communication, Science, Psychology)

Chapter Two: The Brain and Substance Abuse (Science, Psychology, Health)

Chapter Three: Communication Across Gender and Culture (Gender Studies, Anthropology, Communication)

Chapter Four: Group Behavior (Social Science, History, English)

Chapter Five: Education and Motivation (Education, Economics, Business, Psychology)

Chapter Six: Social Issues and Social Responsibility (Science, Management, Sociology, Business)

Chapter Seven: Crime and Punishment (Criminal Justice, Sociology, Psychology)

Chapter Eight: Medical Ethics (Health Science, Sociology)

Collaborative Learning

Each chapter includes opportunities to promote collaborative learning. Students interact in pairs or groups to apply thinking and communication skills as they discuss ideas. Students may observe and learn from each other.

Collaborative learning activities help students practice working together, help reinforce class content using a variety of learning modes, and build a community of learners. Enjoyable activities keep students engaged and motivated. Students rely upon one another to accomplish tasks, giving them practice for collaborative demands in school and work.

Write About the Skills

Students may write about the skills and strategies described in each chapter. They can practice skills in a relatively risk-free environment before going on to more formally assessed quizzes and activities. They can take notes about challenges and resources.

Chapter Skills and Strategies in a Nutshell

Introduction: Fundamental Study Strategies for College Success

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Chapter 1: Active Learning and Metacognition Techniques

Chapter 2: Patterns of Organization

Chapter 3: Explicit Main Ideas

Chapter 4: Implied Main Ideas

Chapter 5: Text Marking and Annotations

Chapter 6: Text Note Taking

Chapter 7: Understanding Arguments

Chapter 8: Evaluating Arguments

Metacognitive Reflection

Metacognitive reflection about the learning process may be the most valuable use of students' writing time. Establishing a habit of metacognition will serve students well as they go on to apply skills learned in this course to other general education and discipline-specific courses.

General Activities and Resources

Textbook Preview Activity

Textbooks contain numerous features especially designed to facilitate the students' learning. In the beginning of their academic careers, students often ignore many features of the textbook that make learning easier. Instructors can introduce the topic by asking, "What do instructors do to help you learn?" Then ask, "What do textbooks contain to help you learn?" Although students will offer many responses about how teachers help students learn, there may be few responses to the second question.

List the students' responses in two columns on the chalkboard. Describe situations in textbook learning that parallel teacher-directed learning. For example, if a student says that instructors help students learn by telling them what is important, discuss how a textbook, through the use of headings or end-of-chapter questions, also shows what is important. Or, if a student says that instructors make the subject interesting, discuss how a textbook can do the same by the inclusion of pictures, the use of a colorful format, the inclusion of case studies, or discussions of current and controversial issues.

Critical Thinking Guidelines for the Online World

Web Searches

Be creative with the use of search terms. Find multiple ways to express concepts you are looking for. Check different spellings.

Quickly skim through search results to see what, if anything, is appropriate to your needs.

Create bookmarks if you are using your own computer, or write down addresses that are particularly useful, so you can return to them later. One quick trick is to e-mail yourself with a message containing the URL (the web site address; it usually begins: http//).
Carefully copy addresses exactly as shown on the web site; computers are not forgiving of even small errors.

© 2014 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.