

Plenty of women have always thought guys are genetically programmed to despise talking on the phone, and there's a good reason – for years, that theory rang true. “Perhaps men haven't chosen landline phones as their preferred mode of communication because they don't like to be stuck in one place, having to focus so intently,” explains J. Christopher Kovats-Bernat, Ph.D., assistant professor of anthropology at Muhlenberg College in Allentown, Pennsylvania. But with the proliferation of mobile phones, telechatting is turning more male – friendly. In fact, according to a June 2002 survey, American men talk on their cells an average of 195 minutes per month more than women do.

Rose Martelli, Cosmopolitan, February 2003, p.48

Direct Quotation

Incorrect:

In her article “Guys’ Baffling Phone Behavior – Explained,” Rose Martelli states that according to a June 2002 survey, American men talk on their cells an average of 195 minutes per month more than women do.

Correct:

In her article “Guys’ Baffling Phone Behavior – Explained,” Rose Martelli (2003) states, “ In fact, according to a June 2002 survey, American men talk on their cells an average of 195 minutes per month more than women do” (p. 48).

Blended Quotation

Incorrect:

In her article “Guys’ Baffling Phone Behavior – Explained,” Rose Martelli describes cell phone communication as being more male-friendly.

Correct:

In her article “Guys’ Baffling Phone Behavior – Explained,” Rose Martelli (2003) describes cell phone communication as being “more male – friendly” (p. 48).

Paraphrase

Incorrect:

It is estimated that American men use their cell phones approximately 195 minutes per month more compared to women.

Correct:

It is estimated that American men use their cell phones approximately 195 minutes per month more compared to women (Martelli, 2003, p. 48).

Practice Using Direct Quotations, Blended Quotations, and Paraphrases

Teachers comprise a substantial portion of the workforce. According to the National Center for Education Statistics, there are 2.7 million teachers in public schools today. Private schools employ more than 404,000 teachers. And, because these figures represent full-time equivalents, thousands more individuals must be counted as professional educators.

An educator's resume is only superficially like resumes in the business sector. Not only is the vocabulary of a teacher's resume different from other occupations, even within the profession, there is considerable variation from state to state and from region to region. Similarly, a teacher's achievement is not measured in quite the same way. Teachers and school administrators cannot rely on numbers to document efficiency or to prove productivity. Promotion is not an issue for the classroom teacher, and profitability cannot and must not be the bottom line.

Book by:
Rebecca Anthony and Gerald Roe
(2005),
101 Grade A Resumes for Teachers,
page 1.