Quoting Activity Sheet

Quick Overview to Quoting

Quotations involve directly copying a source, word for word. They must have quotation marks and appear in your writing just as it does in the original source.

Practice

Directions: You will be given statements relating to the sources that are given below. Read the sources and quote what you believe will be the best possible evidence in supporting the statements. Remember that you must properly quote your evidence, which means you’ll need to use a signal phrase.

Also in common with previous findings [8–10], the results of this study detected a large number of significant relationships between owner personality traits and the presence and severity of their dogs’ behavior problems (Table 1). Most of these associations, however, accounted for less than 10% of the variance in mini C-BARQ scores. According to the regression models, dogs of owners who rated themselves low on emotional stability displayed higher rates of owner-directed aggression, stranger-directed fear and urination when left alone. Dogs belonging to owners who scored low on conscientiousness showed higher rates of stranger-directed fear. Those of owners who scored themselves as low for extraversion also displayed significantly higher rates of stranger-directed fear, and those of owners who scored low on agreeableness showed higher rates of urination when left alone. Most of these associations make reasonable sense. For example, owners who score low on emotional stability see themselves as ‘anxious, easily upset’ vs. ‘calm, emotionally stable’ [30], so the association with their dogs’ fear/anxiety-related behaviors, such as fear of strangers and separation-related urination, is not unexpected. These dogs may be responding directly to the owners’ anxiety or indirectly as a consequence of inadequate socialization. Like so-called ‘helicopter parents’ [37], more anxious and neurotic dog owners may be overprotective of their pets, thereby limiting their ability to socialize or familiarize themselves with novel social and nonsocial situations and stimuli. Previous studies have also found that ‘neurotic’ emotionally unstable dog owners are more likely to report having dogs with owner-directed aggression problems [8–10]. This may be an indication of these dogs’ greater willingness to assert themselves aggressively in competitive . . .

1. It’s evident that an owner’s personality trait will influence a dog’s behavior.
The research conducted to date points to an association between personality traits and physical activity levels, and we can infer that changes in physical activity might contribute to personality trait development in childhood. Compared to adulthood, personality traits are more unstable during childhood (Roberts et al., 2006) and variations in biological transitions can make general patterns of mean-level personality change somewhat unclear. Nevertheless, children have been found to increase in traits such as social dominance, resilience, introversion, agreeableness, and emotional stability during the transition into adolescence (Klimstra, Hale, Raaijmakers, Braanje, & Mees, 2009; Van den Akker, Deković, Asscher, & Prinzie, 2014) and children who deviate from mean-level changes appear more susceptible to negative individual functioning. For example, children who do not develop the trait of resilience show greater difficulties in forming intimate relationships (Meeus, Van de Schoot, Klimstra, & Braanje, 2011) and those who develop ‘adult-like’ personality traits particularly early show a greater occurrence of internalizing problems (Klimstra, Hale, Raaijmakers, & Meeus, 2012). Thus, identifying factors that might accelerate desirable changes and limit undesirable changes has considerable practical and theoretical significance.

2. Children are fragile when it comes to personality trait development. The personality traits of a child affects their personality as an adult.

In the interim, two groups of children received 36 weeks of keyboard or vocal instruction. Two control groups received drama lessons or no lessons. All four groups had reliable increases in full-scale IQ from the first to the second testing session. Such increases are a known consequence of attending school. The two music groups did not differ in this regard, nor did the two control groups, but the increase in IQ was greater for the music groups than for the control groups (see Fig. 3). This difference was not a consequence of elevated performance on a specific subset of intellectual abilities (e.g., verbal or spatial). Compared to the control groups, the music groups had larger increases across the four main areas of intellectual ability measured by the WISC-III (i.e., the four index scores, see Fig. 3). An incidental finding was that the drama group had increases in adaptive social skills that were larger than those in the other three groups.
3. Music has a huge influence on people’s lives whether it be directly or indirectly, but one type of skill that music enhances in intellect.

Quote:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________.
Source References:

