In-text Citation Exercise

**STEP 1:** Access the Powerpoint “In-text Citation.” All Powerpoint slides are located at the Writing Center webpage (http://youngamericans.libguides.com/writingcenter) under the DLAs tab. Read through and understand the slides.

***Remember, you can ask questions at any point in this process. Write down your questions as you go along, or go and ask a tutor each time you have a question. This is a self-paced activity, so make it work for you.

**STEP 2:** From each paragraph, provide one quote and one paraphrased sentence. Make sure to include the proper introduction to the source, to include the correct citation, and to provide an explanation of the importance of the information you pulled from the source. When introducing the source for the quote, include the proper information as if it’s the first time you’re incorporating the source in an essay. When introducing the source for the paraphrase, include the information you would if it’s the second or third time you’re utilizing the source.

**STEP 3:** Once you’re done, see a tutor to go over your answers and to answer any questions you may have. Have the tutor sign the bottom of the exercise, hold onto the exercise so that you have a study guide throughout the term, and then, submit all completed exercises to your instructor at the end of the term.
“Persuasion and Resistance: Race and the Death Penalty in America”

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The conventional wisdom on public opinion toward the death penalty in the United States is that people feel strongly about the death penalty, know little about it, and feel no need to know more. As a consequence of these feelings, the authors argue, attitudes tend to be relatively crystallized and, therefore, unresponsive to question phrasing or arguments that are contrary to an individual's belief. We must wonder, then, why views of the death penalty vary so dramatically over time and across contexts. Gallup surveys document a sharp increase in support for capital punishment between 1966 and 1994, clearly in response to rising violent crime rates during this period. However, with the dramatic surge in arguments questioning the fairness of the sentence (due, in part, to DNA exonerations of death row inmates) in the national media in the late 1990s, support then began to wane, falling from 80% in 1994 to 66% in 2000. Moreover, approval varies substantially depending on the characteristics of the target and the alternatives posed, with much lower support for putting juveniles and the mentally ill to death (26% and 19%, respectively, in 2002) and for the alternative of life imprisonment without the possibility of parole. Given the fact that attitudes toward this policy are often responsive to events, to characteristics of the target, and to alternatives, the conventional wisdom—that death penalty attitudes are impervious to change—is surely overstated. Accordingly, any analysis of death penalty attitudes must account for the responsiveness of such attitudes, as well as their reputed resistance to change.

Quote:

Paraphrase:
Some 90 percent of the criminal cases prosecuted in America are settled by plea bargaining without a trial. Of the remainder, fewer than half are heard by juries. And of those heard by juries, in only a portion is the outcome truly in doubt. Hence in terms of frequency of invocation, a trial by jury is the exception rather than the rule. Nonetheless, juries play a vital role in American criminal law. Because every defendant has the right to a trial by jury, the likely outcome were the case to go to a jury forms the background to a plea bargain or an agreement to let a judge decide the case without a jury. It is precisely the unusual case in which the jury has to work hard that sets the tone for the system as a whole. As but one example, the refusal of a jury in New York City to convict John Peter Zenger of sedition for printing criticism of British Colonial authorities established practical freedom of the press in that era and context even before the American Revolution.

Quote:

Paraphrase: