This class is for students who are generally good readers, but who wish to improve their reading speed and comprehension. Various speed reading techniques are covered, as well as vocabulary building through the study of prefixes and roots, and the use of context clues. Comprehension skills are reviewed as are the use of analogies and critical reading methods. Written book reviews and summaries are assigned. This is a graded class and is recommended for students taking English 120. Online lab work is required.

**Topics Covered:**
General study skills, memory improvement, speed reading, vocabulary building through prefixes and roots and context clues, comprehension improvement, critical reading, and propaganda.

**Requirements/Grading:**
Final Exam - 35%
Midterm Exam - 25%
Participation -demonstrated by:
- completing syllabus book - 10%
- finishing lab work - 10%
Book Report/Review - 15%
General Reading Speed Improvement (measured by standardized tests) - 5%
Students may schedule makeup tests if they get a D or F on the midterm, but cannot makeup the Final. It is the student's responsibility to withdraw officially from the college or drop classes when he or she stops attending and to observe established deadlines, otherwise, "F" grades may be assigned. Students are expected to attend all classes; irregular class attendance may result in being dropped. Students are also required to be respectful of the learning environment, to show standard student behavior (including refraining from interrupting class by excessive talking, getting to class on time, leaving when dismissed and at all times to avoid disrupting class.)

Student Learning Outcomes
- Apply knowledge of textbook strategies to preview and scan texts for main ideas. Discriminate between primary and subordinate statements in a paragraph and create and follow an outline. Discriminate between fact and opinion statements and recognize and determine the mode of propaganda in a text.
  - Define and use at least 150 Greek or Latin roots and over 400 words based on those roots.
  - Write a book review which shows ability to analyze, synthesize, and think critically about a text
  - Demonstrate at least three self-pacing methods

Students with Disabilities
Mr. Doyle and Glendale College invite the participation of all students in this class. For special help and accommodations, including obtaining special proctoring for tests, free note taking, assistance for blind students, etc. please contact the GCC Center for Students with Disabilities. These students' helpers, note takers, guides and assistants are welcome as well.

Academic Dishonesty Policy
Glendale College has an Academic Dishonesty Policy forbidding various types of cheating, including plagiarism. Incidents of academic dishonesty will be referred to the Vice-President of Instruction's office.

Electronic Device Policy
Cell phones, iPods, and other electronic devices should be turned off when class begins to avoid disrupting class. Students may not text-message during class. However, students may use laptops in class to take notes or to access the class web page or the online syllabus. Students may also use digital recording devices to tape lectures. Students with disabilities and their helpers may use any necessary electronic accommodating device.

Office Hours and Telephone Number
Mr. Doyle's office is LB203 and his GCC phone number is 818-240-1000, ext 5343. Mr. Doyle will be available in his office between 12:00 and 1PM most days.
Class Schedule Outline

This outline may be changed as class proceeds in order to accommodate a particular section’s strength or weakness and to work around holidays and unexpected class cancellations. In addition to these subjects, we will be doing weekly drills with the Tachistoscope and additional outside readings from current magazines and newspapers.

-class introductions, pretesting, lab work orientation, introduction to speed reading, memory tips, study skills, using the card, word-attack skills, speed reading drills, first lab work hours due.

-using the “sweep” method, using the context, speed reading drills, book review book selection and analysis, using the “hop” method, starting Latin and Greek roots, speed reading drills., quiz on Speed Reading, continuing “hop”, continuing Latin and Greek roots, speed reading drills. Research the Internet Assignment due.

-other speed reading methods, continuing Latin and Greek ,roots, speed reading drills, review of Latin and Greek roots, mid-term, speed reading drills, reading and understanding analogies, speed reading drills, more work on analogies, and comprehension building.

-introduction to critical reading, speed reading drills, detecting bias, looking for shades of meaning, speed reading drills.

-distinguishing between fact and opinion, speed reading drills, propaganda and advertising, speed reading drills.

-more propaganda and advertising, review, post-testing, book report due, review, final exams, conferences
How to do the Lab Work.
The web page for the lab work is http://english.glendale.edu. A page like this should appear on
the screen:

Welcome to the Internet
Tap on the logo to start.

Tap on the underlined words "Welcome to the Internet". This page will load:

Reading and English Resources
Glendale College English Lab

- Main Glendale College Home Page
- Lab Work for Mr. Doyle's Winter English 190 Reading Classes
- Lab Work for Mr. Doyle's Spring English 192 Reading Classes (construction)
- Lab Work for Mr. Doyle's Spring English 188 Reading Classes (construction)
- Mr. Doyle's Blog for his reading classes.

Select English 192.
A page like this should appear. It is a list of all your lab assignments for the semester:

First, log on to the software by typing your name in the box next to #2. Press the <Submit> button. Follow the rest of the directions for check-in. What follows on the page is a week-by-week listing of assignments that you should do in order each week. It’s not all listed here because I update the page weekly. See the actual web page for the current assignments. Some assignments are simply links to pages that should be read. Others are written assignments that require you to answer questions and submit answers. Follow directions. You are required to do the items marked “lessons” and “quizes”. Keep up with your weekly assignments.
Read Faster Now
This material will be tested on the first quiz.
It also is reviewed in the Lab Work: on the Macs: Speed Reading Tips, Speed Reading Pacing Techniques, and Flash.

Not all of us can become “speed-readers”, but many of us can read much faster than we presently do. Bad habits often slow us down and rob us of some of the enjoyment of reading. Efficient readers know when to slow down and when to speed up. They experience reading as "viewing a panorama of ideas” rather than slowly slogging their way through the text word for word.

How can you get more out of your reading at a faster rate? Try these tips:

Read Actively
Don’t read in the same passive way that you watch television. Reading takes effort! You must pay a price or you get nothing out of it! Before you read anything, preview the passage. Look at the title, the pictures, and major headings. Read the first and last paragraph and skim through the text. Get a general idea what the whole thing is about. Remember that a real person actually wrote this passage which you are about to read. Disagree with the author. Get emotionally involved. Make up some questions in your mind which you’d want to ask him as you go along in the reading. As you read, actively seek the answers to your questions.

Avoid Regressions
When you read, do you find yourself reading and rereading and rereading the same passage over and over again? This is called regression and shows a lack of confidence with the material. Don’t slow yourself by constantly rereading. Learn to catch the meaning the first time through. If you’re reading actively, you will find that you remember as much after a single reading as you did during repeated rereadings at your old passive rate.

How do you avoid regressions? Force yourself to go faster. Time yourself when you are reading moderately easy material. Cover the portion of the book which you have read with a white card and push that card slowly but evenly down the page. Try to read the page quickly before the card covers the print. Try using the “Flash” program on the Macintosh Computers or the “Speed Reading Techniques” program on the Apples to force yourself to read faster without looking back. The regression habit dies slowly, but it will go away eventually with practice.

Stop Talking to Yourself as You Read
Remember when you first learned how to read? It was often in a reading circle in which you had to sit in a small group and read out loud for the teacher. Reading began for most of us as an activity in which we had to move our lips and speak. Many people still read that way. They don't read as slowly as they did in grade school, yet they still find it necessary to move their lips and tongue as they scan the text. This slows reading down unnecessarily because it ties the speed of reading to the speed of speech. Few people speak faster than 300 words per minute, hence their reading speed is limited to that slow level. Moving your lips as you read is called "vocalization”.

There is another problem however, which is much more common than vocalization. Early in
grammar school, most of us stopped the habit of actually mouthing the words as we read, but the habit often continues in a more subtle way. When you read, do you hear yourself “telling yourself the words in your head”? Is it as if one part of your head is talking to another part? This is called “sub-vocalization”, and this too results in very slow reading because it is still binding reading speed to the level of speech. Many of us begin to feel that we’re not actually "comprehending" unless we hear that persistent voice in our head.

The fact is, we can read much faster than we can speak. We often hear in the media about the wonderful capacity of the human brain. We need not fear loss of comprehension when we don’t vocalize or sub vocalize. Reading, rather, should be an affair between the eyes and the brain, which doesn’t involve the muscles in the throat or mouth. Even during sub vocalization when no external facial movement is apparent, it has been found that the vocal chords make subtle imperceptible vibrations in mimicking oral speech. How do you combat this? Force yourself to go faster. Go beyond the point where you can comfortably talk to yourself as you read. Your comprehension will drop at first as your confidence falters, but soon you will find that you are understanding when you read and you will wonder why you ever went so slowly before.

Read in Thought Groups
When I listen to people read, I notice that sometimes a person will read the words of a sentence, one by one, as if the words had no relationship to each other. It sounds like he is just reading a list of words. When that happens, I know that he is not understanding the text. He is not getting the "thought" behind the passage because understanding the text involves more than just reading individual words. One must see the relationships between the words and also notice the order of the words in groups in order to discover the meaning. Meaning, after all, is what reading is all about. When you read, meaning must be your main objective also. This is best done if you wean yourself away from reading the words one by one and seek to read whole phrases or even sentences at a time. Words by themselves really have little meaning. It is only in the context of sentence that meaning becomes apparent.

Be Flexible in Your Reading Rate
Some things written were simply not meant to be read rapidly. You cannot speed-read through a Shakespearian play or through poetry. Difficult material of a highly technical or philosophical nature should not be read rapidly. Reading poetry quickly is like gulping down fine wine. The words should be formed on the tongue and savored carefully. You should listen to the sounds of the words as you speak them out loud.

Yet we needn’t show the same reverence for a fashion magazine, the newspaper, or most things which we read during the day. The average American reads at about an eighth grade level, so most of the printed materials rarely exceeds that low level. Most hand-outs from teachers are written at a reading level that is lower than the text. Speed reading techniques ought to be used in reading low-level written material.

Go fast when you’re confronted with light or familiar material, but don’t be reluctant to shift gears into slower speed for more difficult passages. Above all, adjust your speed to match the reading matter.
Speed Reading Self-Pacing Methods

Speed reading is not magic nor is it a big expensive mystery. Professional speed reading classes simply teach a handful of easy techniques that help a person focus his or her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page.

Your starting position is important. You should sit up straight, hold the book down with your left hand, and use your right hand to do the pacing.

You should already be a good reader before you attempt to speed read. Speed reading will not help you if you have problems in comprehension and vocabulary. In fact, it may hurt you to try to rush through stuff that you can't comprehend. You should have the basics down already first.

Before you start speed reading, you should do a survey of the information first to get a general idea of what you will be covering and of the type of writing.

The Hand

The first method is to simply place your right hand on the page and slowly move it straight down the page, drawing your eyes down as you read. Keep an even, slow motion, as if your right hand has its own mind. Your eyes may not be exactly where your hand is, but this simple motion will help you go faster. Don't start, read a little, stop, read a little, start, read a little. Keep the movement slow and easy. Only do it once per page. If you are "left-handed" use your left hand as the dominant pacing hand.

The Card

The next technique is to use a card or a folded-up piece of paper above the line of print to block the words after to read them. Draw it down the page slowly and evenly and try to read the passage before you cover the words up. This helps break you of the habit of reading and reading a passage over and over again. It makes you pay more attention the first time. Be sure to push the card down faster than you think you can go. Slide the card down once per page.
The Sweep

Another method is to use your hand to help draw your eyes across the page. Slightly cup your right hand. Keep your fingers together. With a very light and smooth motion, sweep your fingers from left to right, underlining the line with the tip of your tallest finger from about an inch in and an inch out on each line. Use your whole arm to move, balancing on your arm muscle. Imagine that you are dusting off salt from the page.

The Hop

Similar to the "sweep" method is the "hop", but in the "hop" you actually lift your fingers and make two even bounces on each line. Each time you bounce, you are making a fixation which hopefully catches sets of three or four words. Moving to a "hop" method also makes it easier to keep a steady pace as it is a lot like tapping our fingers on a desk. Balance on your arm muscle, don't just wiggle your wrist.

The Zig-Zag or Loop

The last method is a type of modified scanning technique. In this one you take your hand and cut across the text diagonally about three lines and then slide back to the next line. Now the idea here is not necessarily to see each word, but to scan the entire area, letting your mind pick out the main ideas. I wouldn't recommend this for material that requires very careful reading, but it is a way to help you get the general ideas of easy material.

These methods seem simple and easy, but don't let that fool you. These are very useful methods which can help a good reader read faster and better in very little time. But these techniques will not do you any good
unless you PRACTICE them. It usually takes about three or four session before you get accustomed to a particular technique.

As you move along and learn the methods, you may find that one is more suitable for you than the others. Find the one that works for you and use it.
Keep Track of your Reading Rate:

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Study Skills Basics

If you are like most college students, you come to college with few organized study skills. What worked in high school, though, will not work in college, because there aren't that many adults hanging around nagging you to do what you should do to be successful. It is really up to you; you need find your own way. Here are some tips:

Manage Your Time
Get a calendar; fill in your class times. Never miss class casually. Fill in times for study, at least three hours a week to start. Mark down holidays. List when assignments are due as soon as you get them. Take advantage of field trips and extra credit events and schedule them in. Failing to plan is planning to fail. Don't wait to the last minute to work on long-term projects and term papers. Student who fail to keep track of assignments often drop out by the mid-term. That is a waste of everyone's time and your talent.

Find a Distraction-Free Place
Let's face it; almost anything is more interesting than studying. The bug crawling up the wall next to your desk suddenly fascinates your mind, rebelling like an undisciplined child. For the hundredth time, you gaze out the library window trying to spot that girl in your history class. You count the number of slats in the heating vent at your feet.
Don't cheat yourself. Get away from all the distractions. Establish a place that becomes your "territory" away from windows, noises, passing girls (or boys), and telephones. Make it a regular spot because if you study at the same place and at the same time each day, you "settle in" faster to the job of studying. You "condition" yourself to get down to business when you go there and become accustomed to the normal environmental distractions in the room. Be absolutely unavailable to visitors and phone calls during your study time and do not study in front of the television.

Light, Air, Temperature and Food
Some other problems should be taken into account also. How is the lighting? Too much bright light reflecting off of white pages will fatigue your eyes, give you a headache and cut your concentration. Not enough light can have the same effect. Do you study in a dark room with just a small intensity light over your work? Don't. The contrast between the dark room and the white pages is bad for your eyes. Is it too hot or too cold in the room? If it's too warm, you might fall asleep. Extreme cold inhibits memory, but it's best to keep the room on the cool side. Slight discomfort seems to help the mind concentrate. Is there enough fresh air in the room? Your poor brain is starved for oxygen in a stuffy room. You may not think you need air when you study, but have you ever felt "hung over" after a session of study? Not having enough air will dull your mind and put you to sleep.
Your mind is lodged in a body which must be considered in the study program.
Sufficient light, heat and fresh air are all necessary. How about the way you sit? Remember that if your body is relaxed and too comfortable, your mind dulls and sleep will likely result. So don't slouch at your desk; sit up straight. Avoid easy chairs. Somehow, a little discomfort seems just right for keeping the mind alert. Never read in bed. When a person gets into bed, the purpose usually is to go to sleep. Reading in bed and periodically falling asleep over a book will often condition a person to fall asleep
whenever he is handling a book. Get your work done, and then go to bed. Let your physical needs help you get your work done. For example, if you are hungry for a cookie in the middle of a chapter, make a deal with yourself that you won't get the cookie until you've finished the chapter. Make up little rewards for yourself for finishing assignments. Promise yourself a soft drink for successfully finishing your lab work. Put off calling your girl/boy friend until you've reviewed your French conjugations. Having a tangible reward helps you to focus your attention on the subject and the quiet gnawing desire for the reward encourages you to go faster.

Organized?
Have everything you need in one place. This includes pens, pencils, reference books, paper, notes and the textbook. You'll break concentration if you keep jumping up to find the things you need. Also, keep your notes legible and organized. You don't get any points for having the neatest notebook on campus, but if your notebook consists of scrambled bits of paper and scrawled memos scratched on the back of receipts, you will end up spending as much time deciphering your notes as studying them. When reading an assignment for class, don't just passively read over the pages and assume that you'll retain the information. Forgetting begins immediately after you close the book. Reading actively takes so little time yet pays big dividends in retention.

Make the Effort
Above all, make the effort to concentrate. We are all bombarded with a tremendous amount of information during the day and we have become adept at filtering out most of it. We are so skilled at this filtering process that many of us have a serious problem just paying attention. So make the effort to concentrate in class; make the effort to remember as you read your text; make the effort to take notes and study them. Make the effort the first time through and you will find that you are getting more out of your classes and actually need less time cramming before the final test.

While in Class
Pay attention and take notes while in class; what else are you going to do? Stare at the wall? Be prepared with all textbooks, notes and supplies. Make use of your time. Don't talk to your neighbor, read the wrong text or do work for another class. Participate as much as possible. If it is the type of teacher that encourages a lot of questions and comments, make sure you say something at least once a class. If a brilliant question pops up in your mind in the middle of a lecture, ask the question. It's likely a lot of other students would ask the same question if they had courage. Give the professor eye contact. Definitely don't: put your head on the table, fall asleep, talk to your neighbor, show up late, leave early, keep popping up and leaving to answer the phone or go to the bathroom. It's best not to piss off the guy who is going to be giving you a grade.
SQ3R

SQ3R is a study method for reading textbooks and remembering what you read. Don't read in the same passive way that you watch television. Reading takes effort! You must pay a price or you get nothing out of it! SQ3R stands for:

**S = Survey**
Before you read anything, survey the passage first. Take a few moments (30 seconds for a chapter, longer for an entire book). Look at the title, the pictures, and major headings. Read the first and last paragraph and skim through the text. Get a general idea what the whole thing is about. Remember that a real person actually wrote this passage that you are about to read. Disagree with the author. Get emotionally involved.

**Q = Question**
Close the book and ask yourself what you really know about the passage. Without looking, can you answer these questions?
What's the title? What mode of writing is it? If it's fiction, what are the characters?
Can you outline the plot? If it's exposition, what is the main idea? How is it supported?
If it is argumentative writing, what is the opinion that they are trying to express? How do they support it? Does it make sense to you?

**R = Read**
Now read the passage as if it matters. Read in a "questioning" way. Make up some questions in your mind which you'd want to ask the author as you go along in the reading. As you read, actively seek the answers to your questions. Look for things, it almost doesn't matter what you are looking for. If you are looking for things, you will find them and remember everything better. Read for the big or main ideas. If you concentrate on the main ideas, the details will follow. See if you can visualize the concepts or the plot as you read.

**R = Recite**
Now close the book again and try to tell yourself what you know. If you know something well enough to teach it to someone else, then you really know it. It's okay to talk to yourself. See if you can put the concepts in the passage in your own words.

**R = Review**
Now go back to the text and look again for things that you missed, the things that you couldn't explain in your own words. Get help with ideas that you don't understand. It's harder to remember things if you don't understand them.
Improving Your Memory

1. Make the effort to remember. Your memory improves if you pay attention to the task and concentrate on trying to remember something.

2. It must make sense to you. It is easier to remember something you understand. Try to understand a subject, formula, date or other facts before you try to memorize them. It is very hard to memorize and retain nonsense.

3. It is easier to remember something in context with other things you already know. Try to see how the information that you are trying to memorize fits in with other bits of information. Use outlines, or use mnemonic devices to help your recall of lists and dates.

4. Complete ideas are easier to recall than details. Main ideas are easier to remember than the parts. If you focus on the whole, the details will follow.

5. Your physical needs will affect your memory. You can actually make yourself stupid by not getting enough air, food, water, and sleep. A regular schedule beats a hectic unplanned, sleepless lifestyle while you are in school. Be aware of how drugs, prescribed or not, may affect your ability to pay attention or to remember things. Also, don't get too relaxed when you study. If your body is too comfortable, then your brain will soon follow.
Book Reports

You are required to do a book report over the course of the class. Mr. Doyle will give you the due date. Select a book of about 150 to 300 pages which you have not read before. The book may be fiction, non-fiction or whatever. Find something that you are interested in and that you are likely to finish in time. You should bring the book with you in class and be prepared to do some assignments based on the book.

Suggested Authors:
The listed authors are merely suggestions, with the listed books only their bestknown:
Tan The Joy Luck Club, The Kitchen God's Wife
Erdrich Love Medicine
Crichton Jurassic Park, Terminal Man
Kingston The Woman Warrior
Walker The Color Purple
Terkel Working, Hard Times
Bradbury The Martian Chronicles, Fahrenheit 451
Christy Easy to Kill, Mysterious Affair of Style
Clark 2001 a Space Odyssey, The Sentinel
Clavel Shogun, Noble House
Crane The Red Badge of Courage
Hesse Siddhartha, Magister Ludi
Huxley Brave New World
Katzanzakis Zorba the Greek, Francis, The Last Temptation
Lamott Bird by Bird, Traveling Mercies
Lee To Kill a Mockingbird
L’Engle A Wrinkle in Time
Lewis Surprised by Joy, Chronicles of Narnia
London The Call of the Wild, The Sea Wolf
McCaffrey Dragonquest, Dragonsong
Miller Canticle for Leibowitz
Orwell 1984, Animal Farm
Potok The Chosen, My Name is Asher Lev
Salinger Catcher in the Rye
Dickens A Tale of Two Cities, A Christmas Carol
Doyle The Adventures of Sherlock Holmes
Golding Lord of the Flies
Graves I, Claudius, Claudius the God
Heinlein Stranger in a Strange Land
Heller Catch 22
Hemingway The Old Man and the Sea
Saroyan Plays and Short Stories
Solzhenitsyn A Day in the Life of......, Gulag Archipelago
Steinbeck The Red Pony, the Grapes of Wrath
Swift Gulliver's Travels
Tolkien The Hobbit
Twain Tom Sawyer, Huckleberry Finn
Uris Trinity, Exodus
Vonnegut God Bless You Mr.Rosewater, Slaughterhouse Five
Wambaugh The Blue Knight, The Choirboys
White Once and Future King

17
Google Your Author:
Before you start your first book, you should do some research about the author. Go to google.com. Look up biographical information on the Internet about the author of the book that you selected for your recreational reading book report. If you can't find anything about the author, look for information about the book. If you can't find anything about the author, or the book, look for information about the subject. When you find some information, carefully screen the web pages to see if it is helpful and relevant. The idea is to find a little background about your author. This should help give you some insight into the book itself. When you find a good page, print out a few pages from the material.

Book Report Standards:
Use this format for the book report. Only this format will be accepted. You may e-mail your report to Mr. Doyle to save paper. The book report should be about 4 to 6 pages long and be written in a simple, concise, clear style. It may be shorter if your ideas are complete and longer if you are not too wordy. Don't simply copy pages out of the book or quotes from the cover as some students have in the past. I prefer the work to be typed, double-spaced with writing on only one side of the paper, but your neat handwriting or printing in black or blue ink is acceptable.

You should thoroughly answer these questions:

1. **What is the name of the book?** Who is the author? Who is the publisher? How many pages are in the book? These questions should be answered in one or two complete sentences. You don't need to rewrite the question; simply number the answer.

2. **What kind of book is it?** Fiction? Non-fiction? Biography? Argumentation? This is a couple of sentences long. Say what makes it "fiction" or "non-fiction".

3. **How many days did it take you to read this book?** This is about one sentence.

4. **Who are the top three or four characters?** Tell me about them. Why are they important? List them and say a little about each one. This could be about a half a page to over a page long.

5. **Tell me what the book is about. Summarize the plot.** Use your own words and ideas to describe the story. If the book is a collection of short stories, pick the three best and explain their plots. If the book is not fiction, explain the main idea and the supporting details or arguments. If it is organized historically, give a list of the important events in the text. This could run from one and a half page to several pages. Don't make it too long or too short; you don't need to explain every little detail in the plot.)
6. **Now write some analysis of the book.** Tell me why you liked or did not like it. Was it too hard or easy to understand? Was the vocabulary too hard? Would you recommend it to a friend? Did you see a movie or video of the book? How is it different form the real book? How would you judge the author? Was the story something you could relate to or was it not connected to your real life? This could be one to several pages. Don't forget this part. Most students do well on the summary of the book (question #5) but only write a few sentences for this question. Do a good analysis.

**Gunning-Fog Readability Formula**

To analyze your book report book or any text:
1. Open the book to any page with at least two paragraphs.
2. Count out a section of 100 words.
3. How many sentences are in the sample? Divide 100 by the number of sentences to get the average number of words per sentence.
4. Look over the sample again and count the number of words that have three or more syllables, but don’t count words that make three syllables because of an additional “ing” of “ed”.
5. Add the average number of words per sentence to the number of multisyllabic words.
6. Multiply this by .4
7. The number you have left is a rough “grade level” of this section of text.
   - 1-6 elementary level
   - 7-9 junior high
   - 10-12 senior high
   - 13-16 college
   - >17 graduate level

**Worksheet:**

a. Count a 100 word sample. Write the number of sentences: _______
b. Divide 100 by the number of sentences: (100/"a") _______
c. Count the number of words with three or more syllables: _______
d. Add “b” + “c”: _______
e. Multiply this by .4: grade level: _______

Repeat this with another sample of the book. If you get a wide variation between samples, do it again in another section, and again if needed until you start to see a trend.
Vocabulary Skills

No matter how old you are or how much education you have, at one time or another you will encounter a word which you've never seen before. How do you handle it? How are you going to figure out what it means?

The skills that we use to discover the meanings and pronunciations of unknown words are called "word attack" skills. Word attack skills are the ways we use to reveal a word’s meaning and pronunciation. What are these skills and how can you use them to improve your reading? Follow these steps:

1. Try to sound-out the word using phonics

Phonics is the study of the ways that spellings represent the sounds of words. In most languages the sounds of the letters closely represent the sounds of a word, but in the case of English there are many exceptions. Some people say it's not useful to know phonics because the English language seems so mixed up and inconsistent. There are hardly any phonics rules which you can apply to every word. True, many English words do not follow the rules, because of the massive borrowing that has taken place over the years from other languages, but most syllables of most words do follow the rules. Trying to "sound-out" a word is often a good first step, because, like most adults, you probably have a large vocabulary of words that you've heard in conversation or on television, but couldn't spell or perhaps recognize in print. Phonics helps bridge the gap between a person’s "hearing vocabulary" and his "reading vocabulary". Phonics also helps a person spell words better.

2. Try to Guess the Word Meaning from its Context

Words really only have meaning when they are used in sentences. Often you can guess a word’s meaning by how it is used in the sentence. This is the way that most of us figure out unknown words in ordinary conversation. You can ask yourself: What part of speech is the unknown word? Are there other clues in the sentence which point to the unknown word? Is the unknown word part of a list? Things that are part of a list often share the same characteristics. Is the unknown word compared to some other known word in the passage? Authors often define difficult words right in the passage. It’s often right there in the next sentence.

3. Look for the Greek, Latin, or old English Roots in a Word

Most English words came from some other language. Most of our scientific, cultural, religious and medical terms came from Greek and Latin. Also, many borrowed words from other European languages evolved from Greek and Latin. If you have a basic understanding of some Greek and Latin roots, it is like having a shortcut to pronouncing and understanding many college-level words. Take for example, the root aud which means "to hear". It is in the word audiometer. It is also in the words auditorium, audiovisual, and audition. The meter part of the word means "measure" - and is the same root in thermometer, seismometer, and the metric system. It is easy to see that audiometer has something to do with the measurement of hearing.

There are books that have lists of common roots, prefixes and suffixes which some student find helpful. Be aware of Greek and Latin root words as you read.
4. Look it up in the Dictionary
When all else fails, look it up in the dictionary,- but don't just leave it at that. Make
a note about the word. Try to vocalize the word to help you remember it. Online
dictionaries or encyclopedias may be more up-to-date than published books, but be
aware that online materials should be read with a critical eye. An example of a good

Summary of Basic Phonics Rules
The vowels are "a,e,i,o, and u"; also sometimes "y &w". This also includes the
diphthongs "oi,oy,ou,ow,au,aw, oo" and many others. The consonants are all the other
letters which stop or limit the flow of air from the throat in speech. They are:
"b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z,ch,sh,th,ph,wh, ng, and gh".

Consonant Rules:
1. Sometimes the rules don't work.
   There are many exceptions in English because of the vastness of the language and the
   many languages from which it has borrowed. The rules do work however, in the
   majority of the words.
2. Every syllable in every word must have a vowel.
   English is a "vocal" language; Every word must have a vowel.
3. "C" followed by "e, i or y" usually has the soft sound of "s". Examples: "cyst",
   "central", and "city".
4. "G" followed by "e, i or y" usually has the soft sound of "j". Example: "gem",
   "gym", and "gist".
5. When 2 consonants a joined together and form one new sound, they are a
   consonant digraph. They count as one sound and one letter and are never separated.
   Examples: "ch,sh,th,ph and wh".

The Vowel Rules:
6. When a syllable ends in a consonant and has only one vowel, that vowel is short.
   Examples: "fat, bed, fish, spot, luck".
7. When a syllable ends in a silent "e", the silent "e" is a signal that the vowel in
   front of it is long. Examples: "make, fete, kite, rope, and use".
8. When a syllable has 2 vowels together, the first vowel is usually long and the
   second is silent. Examples: "pain, eat, boat, res/cue, say, grow". NOTE: Diphthongs
   don't follow this rule; In a diphthong, the vowels blend together to create a single new
   sound. The diphthongs are: "oi,oy,ou,ow,au,aw, oo" and many others.
9. When a syllable ends in any vowel and is the only vowel, that vowel is usually
   long. Examples: "pa/per, me, I, o/pen, u/nit, and my".
10. When a vowel is followed by an "r" in the same syllable, that vowel is "rcontrolled".
    It is neither long nor short. "R-controlled "er,ir, and ur" often sound the
    same (like "er"). Examples: "term, sir, fir, fur, far, for, su/gar, or/der".
Basic Syllable Rules

1. To find the number of syllables:
   ---count the vowels in the word,
   ---subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels a together in a syllable)
   ---subtract one vowel from every dipthong, (diphthongs only count as one vowel sound.)
   ---the number of vowels sounds left is the same as the number of syllables.

   The number of syllables that you hear when you pronounce a word is the same as the number of vowels sounds heard. For example:
   The word "came" has 2 vowels, but the "e" is silent, leaving one vowel sound and one syllable.
   The word "outside" has 4 vowels, but the "e" is silent and the "ou" is a dipthong which counts as only one sound, so this word has only two vowels sounds and therefore, two syllables.

2. Divide between two middle consonants.
   Split up words that have two middle consonants. For example:
   hap/pen, bas/ket, let/ter, sup/er, din/er, and Den/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th", "sh", "ph", "th", "ch", and "wh".

3. Usually divide before a single middle consonant.
   When there is only one syllable, you usually divide in front of it, as in:
   "o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious short sound, as in "cab/in".

4. Divide before the consonant before an "-le" syllable.
   When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: "a/ble", "fum/ble", "rub/ble" "mum/ble" and "thi/stle". The only exception to this are "ckle" words like "Tick/le".

5. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds. Split off the parts of compound words like "sports/car" and "house/boat". Divide off prefixes such at "un/happy", "pre/paid", or "re/write". Also divide off suffixes as in the words "farm/er", "teach/er", "hope/less" and "care/ful". In the word "stop/ping", the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing".
Accent Rules
When a word has more than one syllable, one of the syllables is always a little louder than the others. The syllable with the louder stress is the accented syllable. It may seem that the placement of accents in words is often random or accidental, but these are some rules that usually work.

1. Accents are often on the first syllable. Examples: ba'/sic, pro'/gram.

2. In words that have suffixes or prefixes, the accent is usually on the main root word. Examples: box'/es, un/tie'.

3. If de-, re-, ex-, in-, po-, pro-, or a- is the first syllable in a word, it is usually not accented. Examples: de/lay', ex/plore'.

4. Two vowel letters together in the last syllable of a word often indicates an accented last syllable. Examples: com/plain', con/ceal'.

5. When there are two like consonant letters within a word, the syllable before the double consonants is usually accented. Examples: be/gin'/ner, let'/ter.

6. The accent is usually on the syllable before the suffixes -ion, ity, -ic, -ical, -ian, -ial, or -ious, and on the second syllable before the suffix -ate. Examples: af/fec/tion, dif/fer/en'/ti/ate.

7. In words of three or more syllables, one of the first two syllables is usually accented. Examples: ac'/ci/dent, de/ter'/mine.
Using the Context Tips

1. Use the syntax of the sentence to determine the unknown word’s part of speech.
   example: Students will ________ quite frequently.
   What is the part of speech of the unknown word?

2. Look at the other verbs and modifiers to see how these words relate to your unknown word.
   example: After the huge ________ consumed the squid, he rolled over and rejoined the pod.
   The words “squid” and “pod” are clues to the unknown word. Check out other collective nouns at: http://www.ucgc.org/terms-for-collections.htm

3. If the unknown word is part of a list, what characteristics does it share with the other items on the list?
   example: Out of the cabinet, she pulled a dozen knives, forks, and ________.
   Since the other words on the list are utensils, then the unknown word must be a utensil.

4. See if the unknown word is in contrast to a known word in the sentence.
   example: We would like to hire you for this job; you seem totally qualified, however at this time new jobs are ________.
   The unknown word must express the opposite of giving someone a job.

5. Often an author will define a word parenthetically, or in the previous or following sentences.
   example: Well, as they said in ancient Rome, “tempus fugit”; time flies.
Roots and Prefixes from Greek & Latin

ab, a
acro
ad, ac, ap
agri
agor
ambi, amphi
ambl
amo, ama-
anthr, andr
anti
aqua
arch
astr, aster
aud
bene, bonus
bi, du, di, twa, twi
bib
biblio
bio
camera
can, ken, houn, cyn
capt
cardia
cent
chrom
chron
cide, cis
circ
clud-, clos, claus
corp
counter, contra
cred
crypt
cyber
de, dis
dent, dont
derm
deus, dei, div
dextra
dict
dox, doc
dyn
epi
eu
extra
fer
ferr
fin
fract, frang
fratr
gamy
gen
giga
glos, glot
gno
graph, gram, glyph
gyny
hep
heter
homo (Latin)
homo (Greek)
hydr
hyper
hypo
ob, op
oct
omni
ortho
pan
pan
pater
pax, pac
pen, pend
pent
petr
phil
phobia
phon
photo
phyte
pod, ped
poly
polis
port
poss, pon-
post
pre
pro
pyr
quad
quint
rupt
sanct
scio
scop
scrib, script
seme
semi, hemi
sex, hex
sinestra
somn
soph
soror
spect
sta, sti, ste
stella
sub
super
tact, tang
taph, tab
tele
terra
theo
tort
tox
trans
tripl
uni
urb
ven
verb
vert
vis, vid
vita, viva
xeno
zoa
Roots  Practice 1

1. acrophobia A. walk-in medical procedures
2. admonition B. used to kill unwanted plants
3. agoraphobia C. two different numbers: the sum of the divisors of one of the numbers is equal to the other.
4. ambulatory care D. the testing of hearing ability
5. amicable numbers E. the opposite of sympathy
6. amoral F. talking in circles
7. amphibian G. taken on trust, an estimate of probability,
8. androgel H. revealing what has been secretly enclosed
9. antipathy I. removal of the head
10. aquaculture J. not motivated by a value system
11. archmagi K. little star symbol
12. asterisk L. interest in the history of clocks and watches
13. audiometry M. good faith
14. biblioburro N. giving a warning to
15. biblioclasm O. fear of open places
16. biophilia P. fear of high places
17. bona fides Q. farming under water
18. cardinal R. extremely powerful wizard
19. centiampere S. containing two frequently opposite parts
20. chromobotia T. book destruction
21. chronometrophilia U. belief that there is an instinctive connection between humans and other living things
22. circumlocution V. among the top leaders in the Catholic church
23. corp criadhach W. a unit of measurement of electric current
24. credence X. a traveling library in Columbia
25. decapitation Y. a preparation of testosterone
26. disclosure Z. a group of animals that grow up in water, then live as adults on land
27. dualism AA. a disease in dogs
28. herbicide BB. a colorful striped fish
29. kennel cough CC. a clay body, a Celtic voodoo doll.
<table>
<thead>
<tr>
<th>Roots Practice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. benefit</td>
</tr>
<tr>
<td>2. homocentric</td>
</tr>
<tr>
<td>3. euphoria</td>
</tr>
<tr>
<td>4. hexagon</td>
</tr>
<tr>
<td>5. contingent</td>
</tr>
<tr>
<td>6. terrestrial</td>
</tr>
<tr>
<td>7. magnify</td>
</tr>
<tr>
<td>8. pentagon</td>
</tr>
<tr>
<td>9. mortuary</td>
</tr>
<tr>
<td>10. decapitation</td>
</tr>
<tr>
<td>11. eulogy</td>
</tr>
<tr>
<td>12. malevolent</td>
</tr>
<tr>
<td>13. malediction</td>
</tr>
<tr>
<td>14. linguistics</td>
</tr>
<tr>
<td>15. glottal stop</td>
</tr>
<tr>
<td>16. glossolalia</td>
</tr>
<tr>
<td>17. sinister</td>
</tr>
<tr>
<td>18. ambidextrous</td>
</tr>
<tr>
<td>19. misogyny</td>
</tr>
<tr>
<td>20. euthanasia</td>
</tr>
<tr>
<td>21. dictator</td>
</tr>
<tr>
<td>22. Genesis</td>
</tr>
<tr>
<td>23. epidermis</td>
</tr>
<tr>
<td>24. revitalize</td>
</tr>
<tr>
<td>25. sinistrad</td>
</tr>
</tbody>
</table>
## Roots Practice 3

<table>
<thead>
<tr>
<th></th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Colonoscopy</td>
<td>Evidence that indicates against</td>
</tr>
<tr>
<td>2.</td>
<td>Unicellular</td>
<td>An agent that works against a toxin</td>
</tr>
<tr>
<td>3.</td>
<td>Semiconscious</td>
<td>Three-headed muscle of the arm</td>
</tr>
<tr>
<td>4.</td>
<td>Contraindication</td>
<td>Outside of the uterus</td>
</tr>
<tr>
<td>5.</td>
<td>Hyperbilirubenemia</td>
<td>Placed across (to the other side)</td>
</tr>
<tr>
<td>6.</td>
<td>Hemiplegia</td>
<td>Under or below the mammary gland</td>
</tr>
<tr>
<td>7.</td>
<td>Extrauterine</td>
<td>After having eaten</td>
</tr>
<tr>
<td>8.</td>
<td>Antitoxin</td>
<td>Relating to having a single cell</td>
</tr>
<tr>
<td>9.</td>
<td>Prenatal</td>
<td>Bad or poor position</td>
</tr>
<tr>
<td>10.</td>
<td>Subaural</td>
<td>Within the cranium</td>
</tr>
<tr>
<td>11.</td>
<td>Triceps</td>
<td>Half or partially conscious</td>
</tr>
<tr>
<td>12.</td>
<td>Postcibal</td>
<td>Free from association</td>
</tr>
<tr>
<td>13.</td>
<td>Malposition</td>
<td>Coming before the operation</td>
</tr>
<tr>
<td>14.</td>
<td>Intracranial</td>
<td>Bending forward</td>
</tr>
<tr>
<td>15.</td>
<td>Disassociate</td>
<td>Under the ear</td>
</tr>
<tr>
<td>16.</td>
<td>Epiglottis</td>
<td>Before birth</td>
</tr>
<tr>
<td>17.</td>
<td>Bilateral</td>
<td>The condition that a person is born with</td>
</tr>
<tr>
<td>18.</td>
<td>Intravenous</td>
<td>Paralysis of half the body</td>
</tr>
<tr>
<td>19.</td>
<td>Preoperative</td>
<td>Within a vein</td>
</tr>
<tr>
<td>20.</td>
<td>Congenital</td>
<td>Relating to two sides</td>
</tr>
<tr>
<td>21.</td>
<td>Incompetency</td>
<td>A condition of poor nutrition</td>
</tr>
<tr>
<td>22.</td>
<td>Inframammary</td>
<td>Relating to only one side</td>
</tr>
<tr>
<td>23.</td>
<td>Malnutrition</td>
<td>A condition of not being competent</td>
</tr>
<tr>
<td>24.</td>
<td>Transposition</td>
<td>An examination of the colon</td>
</tr>
<tr>
<td>25.</td>
<td>Anteflexion</td>
<td>Too much bile in a newborn’s blood</td>
</tr>
<tr>
<td>26.</td>
<td>Unilateral</td>
<td>A flap of elastic cartilage tissue above the tongue</td>
</tr>
<tr>
<td>Roots Practice 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1. homogeneous</td>
<td>A. straightens teeth</td>
<td></td>
</tr>
<tr>
<td>2. heterosexual</td>
<td>B. marriage to one person only</td>
<td></td>
</tr>
<tr>
<td>3. automatic</td>
<td>C. one who speaks many languages</td>
<td></td>
</tr>
<tr>
<td>4. astrology</td>
<td>D. the study of stars</td>
<td></td>
</tr>
<tr>
<td>5. nautical</td>
<td>E. mixture the same throughout the entire substance</td>
<td></td>
</tr>
<tr>
<td>6. theology</td>
<td>F. a list of books at the end of a paper or book</td>
<td></td>
</tr>
<tr>
<td>7. hydrophobia</td>
<td>G. magnetic tape for recording TV</td>
<td></td>
</tr>
<tr>
<td>8. polyglot</td>
<td>H. study of God</td>
<td></td>
</tr>
<tr>
<td>9. anthropology</td>
<td>I. false teeth</td>
<td></td>
</tr>
<tr>
<td>10. heterogeneous</td>
<td>J. self working machine</td>
<td></td>
</tr>
<tr>
<td>11. vision</td>
<td>K. reference to sailing</td>
<td></td>
</tr>
<tr>
<td>12. videotape</td>
<td>L. fear of water</td>
<td></td>
</tr>
<tr>
<td>13. hydrotherapy</td>
<td>M. a person who loves English things</td>
<td></td>
</tr>
<tr>
<td>14. dentures</td>
<td>N. study of human cultures</td>
<td></td>
</tr>
<tr>
<td>15. bibliography</td>
<td>O. reference to the act of seeing</td>
<td></td>
</tr>
<tr>
<td>16. anglophile</td>
<td>P. therapy by squirting water on you</td>
<td></td>
</tr>
<tr>
<td>17. orthodonture</td>
<td>Q. sexually attracted to the opposite sex</td>
<td></td>
</tr>
<tr>
<td>18. gigabyte</td>
<td>R. a molecule of iron</td>
<td></td>
</tr>
<tr>
<td>19. ferric</td>
<td>S. science of information security</td>
<td></td>
</tr>
<tr>
<td>20. cybernetics</td>
<td>T. after death</td>
<td></td>
</tr>
<tr>
<td>21. cryptography</td>
<td>U. passing blood from one to another</td>
<td></td>
</tr>
<tr>
<td>22. posthumous</td>
<td>V. a measure of computer memory</td>
<td></td>
</tr>
<tr>
<td>23. extrahepatic</td>
<td>W. study of the structure of regulatory systems</td>
<td></td>
</tr>
<tr>
<td>24. transfusion</td>
<td>X. outside of the liver</td>
<td></td>
</tr>
<tr>
<td>25. homogenized</td>
<td>Y. having the same nature or type</td>
<td></td>
</tr>
<tr>
<td>26. monogamy</td>
<td>Z. having different nature or type</td>
<td></td>
</tr>
</tbody>
</table>
Roots Practice 5

1. a body or collection of writings or laws
2. an instrument for determining the altitude of a star
3. a legislative body with two houses
4. a rage for possessing books
5. a robot which is shaped like a human
6. acquainted with
7. against the removal of the Established church
8. an instrument for recording the heart
9. apt to believe without good evidence
10. becoming pregnant, forming and idea
11. fond of drinking alcohol
12. for this", temporary, for one occasion only
13. giving an animal human qualities
14. recurring frequently
15. related to hearing
16. to draw a line around
17. region around the earth which supports life
18. the heading or title of an article or picture
19. the main anterior part of the brain
20. the reddish gaseous layer surrounding the sun
21. the watery fluid which fills part of the eye
22. to be in conflict with
23. to revoke a former command

A. aqueous humor
B. ad hoc
C. android
D. anthropomorphism
E. astrolabe
F. auditory
G. bibliomania
H. bibulous
I. bicameral
J. biosphere
K. caption
L. cardiograph
M. cerebrum
O. chromosphere
P. chronic
Q. circumscribe
R. cognizant
S. conception
T. contravene
U. corpus
V. countermand
W. credulous
X. antidisestablishment
Roots Practice 6

1. a small space the size of a tooth 
2. a unit of measurement of force 
3. a woman married to more that one man at once 
4. able to use both hands well 
5. an instructor 
6. brother killing brother 
7. correct speaking 
8. faithfulness 
9. "happy death" 
10. having ambiguous sexuality 
11. holding correct beliefs 
12. infection of the liver 
13. marriage to one partner 
14. marriage to only two partners 
15. marriage to two or more people at once 
16. outside of earth 
17. partial paralysis 
18. rock drawing 
19. "speaking in tongues" not learned 
20. the science of improving a species 
21. the star opera singer 
22. two letters which together form a new sound 
23. without an end 
24. words on a memorial marker 

A. ambidextrous 
B. androgyny 
C. bigamy 
D. diction 
E. digraph 
F. diva 
G. docent 
H. dyne 
I. epitaph 
J. eugenics 
K. euthanasia 
L. extraterrestrial 
M. fidelity 
N. fratricide 
O. glossolalia 
P. hemiplegia 
Q. hepatitis 
R. indentation 
S. infinite 
T. monogamy 
U. orthodox 
V. petroglyph 
W. polyandry 
X. polygamy
Roots Practice 7

1. a chemical with the water removed
2. a projectile
3. bad smell
4. concerning both Americas
5. fatherhood
6. foot doctor
7. holding different beliefs
8. in many different languages
9. into the muscle
10. killing a person
11. knowing all things
12. low blood sugar
13. making peaceful
14. of the same types
15. oil-based substance
16. one who prepares the dead
17. one with whom you share bread
18. sailor
19. sails the universe
20. send back
21. study of the nerves and the brain
22. the foot of a statue
23. the time between regimes
24. to make clear
25. to make young again
26. too much bile in the blood

A. anhydrous
B. companion
C. cosmonaut
D. elucidate
E. heterodox
F. homicide
G. homogeneous
H. hyperbilirubinemia
I. hypoglycemia
J. interregnums
K. intramuscular
L. malodorous
M. mariner
N. missile
O. mortician
P. multilingual
Q. neurology
R. omniscient
S. pacification
T. panamerican
U. paternity
V. pedestal
W. petrochemical
X. podiatrist
Y. rejuvenate
Z. remit
Roots Practice 8

1. a breaking out
2. a flat carrying case
3. a math variable with many parts
4. a star system
5. after death
6. belief in many gods
7. evil
8. fear of going outside
9. fear of high places
10. knowing things before it happens
11. living
12. looking ahead
13. love of mankind
14. not poisonous
15. oral
16. partially dry
17. sensitive to light
18. sleep walking
19. sophisticated
20. study of knowledge
21. theory that reading is the mind's "guessing game"
22. to turn from under
23. travel bag
24. twisted and difficult
25. women's fraternity
26. write in

A. acrophobia
B. agoraphobia
C. constellation
D. eruption
E. inscribe
F. nontoxic
G. philanthropy
H. photosensitive
I. polynomial
J. polytheism
K. portfolio
L. portmanteau
M. posthumous
N. prescient
O. provision
P. psycholinguistics
Q. scientology
R. semiarid
S. sinister
T. somnambulism
U. sorority
V. subvert
W. tortuous
X. urbane
Y. verbal
Z. vital
Roots Practice 9

1. extracurricular  A. hot water drips through coffee
2. counterrevolutionary  B. false teeth
3. percolate  C. knowing all things
4. posterior  D. water carrier of the Zodiac
5. prenatal  E. out of correct time
6. Aquarius  F. outside of regular classes
7. audition  G. a hearing to find if you can sing or act
8. anachronism  H. a place where the dead are prepared
9. recognize  I. one who walks
10. omniscient  J. what you sit on
11. credentials  K. one who looks
12. dentures  L. a rebel against a revolution
13. mortuary  M. before the birth of a baby
14. pedestrian  N. inability to sleep
15. podiatrist  O. to write aimlessly
16. porter  P. one who carries things
17. rupture  Q. to know someone or something
18. inspector  R. to manage badly
19. insomnia  S. a license showing your qualifications
20. scribble  T. biological processes cause rotting
21. mismanage  U. the distance around a circle
22. biodegradable  V. to break or burst
23. circumference  W. a foot doctor
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naut, nav    sail    navy
-ology, log study of..., words logical
omnia    all omnipotent
pan (Latin) bread companion
pan (Greek) all pancreas
pax,pac peace pacify
ped,pod feet pedestrian
phil love anglophile
phobia fear clausrophobia
phon sound phonograph
photo light photography
phyte little plant neophyte
poly many polygon
port carry portfolio
post after postpone
pre before prenatal
pro for, forward promote
pyr fire pyromaniac
rupt break rupture
scio know omniscient
scope see telescope
scrib,script write inscribe
semi half semester
sinestra left sinister
somn sleep insomnia
spect look at inspection
sta,sti,stu stand standard
stella star constellation
sub under submarine
super over superior
theo God theology
tele far away telescope
trans across transfusion
twe,twi two twice
vis,vid see video
vita,viva life vital
Finding Main Ideas in Paragraphs

You can find the main ideas by looking at the way in which paragraphs are written:

A paragraph is a group of sentences about one main idea.

Paragraphs usually have 2 types of sentences:

--a topic sentence, which contains the main idea,
and
--one or more detail sentences which support, prove, provide more information, explain, or give examples.

You can only tell if you have a detail or topic sentence by comparing the sentences with each other. The only exception to this is if there is only one sentence in the paragraph. Then the one sentence is the topic sentence.

Look at this example paragraph:

There are many classic methods of propaganda.
"Glittering Generalities" praise a product with nice opinions.
"Namecalling" consists of trash-talk of the opposition.
In “testimonial” a famous person recommends the product.

The first sentence introduces the main idea and the other sentences support and give the many uses for the product.

Rules for Finding the Topic Sentence

1. The topic sentence is usually first, but could be in any position in the paragraph.

2. A topic is usually more "general" than the other sentences, that is, it talks about many things and looks at the big picture. Sometimes it refers to more that one thing. Plurals and the words "many", "numerous", or "several" often signal a topic sentence.

3. Detail sentences are usually more "specific" than the topic, that is, they usually talk about one single or small part or side of an idea. Also, the words "for example", "i.e.", "that is", "first", "second", "third", etc., and "finally" often signal a detail.

4. Most of the detail sentences support, give examples, prove, talk about, or point toward the topic in some way.

How can you be sure that you have a topic sentence? Try this trick:

--Switch the sentence around into a question. If the other sentences seem to "answer" the question, then you've got it.
Where is the Topic Sentence?

Model 1.
Propaganda is any attempt to persuade using irrational appeals. Irrational appeals are appeals without using reason. The appeals are meant to change your opinion or behavior.

Model 2.
How do people try to change your opinion or behavior? They use irrational appeals. Propaganda attempts to persuade using irrational appeals.

Model 3.
Propaganda is any attempt to persuade using irrational appeals. Irrational appeals are appeals without using reason. The appeals are meant to change your opinion or behavior. Propaganda attempts to change mass opinion.

Model 3-A
Propaganda frequently presents one point of view as the only point of view. It tends to mislead deliberately. But scholarship seeks to present as many points of view as possible in order to prevent deception.

Model 4.
The previous discussion has pointed out how governments use propaganda. Now let us turn to the definition of propaganda: Propaganda is any attempt to persuade using irrational appeals. Irrational appeals are appeals without using reason. The appeals are meant to change your opinion or behavior.

Model 5.
It misleads deliberately. It manipulates charts, graphs, statistics to support a premise. It makes excessive claims of certainty. It engages in personal attacks and ridicule. It distorts data.
Underline the Topic Sentence

1. There are four traditional provinces on the island of Ireland. Imagining Ireland as shaped like a teddybear, the head would be Ulster and the butt would be Leinster. The top arms are Connacht and legs are Munster.

2. In the late 1840’s, Ireland suffered a terrible disaster. There were a series of famines due to the loss of their potato crop. The potatoes were attacked by a fungus from America turning the potatoes into inedible poisonous mush. This was the great Irish Potato Famine.

3. Ten thousand people huddled around the food distribution depot. An icy rain continued to pour down. Government officials scuttled back and forth.

4. Besides losing an estimated 25% of the population, entire districts were cleared of people. The famine cut the heart out of the Irish language, Gaelic, as most of the victims were Gaelic speakers. Religious expression became much more strict and puritanical and Victorian. Pregnancy outside of marriage could be an economic disaster. The famine changed Ireland forever.

5. To most people, losing a job is a disaster. It cuts out the heart of a family’s income, even with unemployment insurance. But to a few people, it becomes a great opportunity, the final push a person needs to start his own business.

6. Finally, at some time or other, one will see a crowd of students who seem to move together like a herd of sheep. They huddle together or they rush from class to class or they gather in a groups in the food court. These are the new students at the college. They have come to GCC for many reasons, hopefully to get an education. They are full of hope and enthusiasm.

7. Ireland today is a great place for a corporation to set up factories. There is a large, well educated work force available. The population speaks English which makes communication better with the States. More than that, since Ireland is part of the European Union, it allows for easy entre of products into the rest of Europe.

8. Short and petite, she appeared to be about twentyfive. She had light blue eyes. Her nondescript accent was charming.

9. In 1849, my great-great grandparents, Francis and Ann Doyle brought their children from Ireland to America through the port of Baltimore, Maryland. They ended up in Williamstown, PA, north of Harrisburg, where Francis worked in the coalmines. They had 5 more children in the new world before Francis died at age 49. Patrick was my great grandfather. I’m very proud of my ancestry.

10. The early settlers on the island were Irish monks from nearby Kerry. They built their small huts out of the available flat shale rocks. They used seaweed and compost to create soil so that they could grow food. Naturally fish was part of their diet also.

11. Potatoes can supply most of the nutrients a body needs. Potatoes are easy to grow and don’t take much space in a field. It’s possible to get more than one crop a year.
12. The Study Abroad Program to Ireland was a great success. We brought 30 students to live on the campus of University College, Dublin. There were classes in Irish History and Literature, Irish Field Studies and Political Science four days a week. On the long weekends and the evenings, everyone took off for the four corners of Ireland.

13. For a small country, Ireland has made a disproportionate contribution to world literature, esp. in poetry, theatre and fiction. Four Irish writers won the Nobel prize for literature, among them, Seamus Heaney in Literature, 1995, Samuel Beckett in Literature, 1969, George Bernard Shaw in Literature, 1925, and William Butler Yeats in Literature, 1923. The works that are best known outside the country are in English, but Irish literature also includes works in Latin, Norman-French, middle English, Hibernian-English and Irish-Gaelic.

14. The ancient hill of Tara is one of the most important archeological sites in Ireland. In the ancient stories, it is recorded that it was seat of the high king of Ireland. Among the hills are prehistoric burial chambers with remains estimated to be over 3,000 years old.

15. St. Patrick’s mission was centered mostly in the northern part of Ireland in the province of Ulster. St. Ciaran’s missionary work was in the Aran Islands and along the Shannon river. St. Brigid’s ministry was centered around Kildare in Leinster. Truly, Ireland is an island of saints and scholars.

16. Ireland had been at relative peace for centuries. Celtic culture on the island had been undisturbed since the fourth century BCE. Even the advent of Christianity in the fifth century AD, changed little of the old tribal systems. Then came the Vikings! Starting about the ninth century bands of alien invaders from Scandinavia started to attack and sack monasteries and settlements along the coast. They came first to steal, but then stayed to set up Ireland’s first coastal cities.

17. There is much concern over violence in the community. If you watch local television, you’d think that violence is getting worse in the community. Every night there are images of gun violence, theft, rape, and murders, gathered from all over the country. According to the FBI, however crime is actually dropping locally and throughout the country.
Analogies
Find the relationship between the first two words in each sentence. Try to find a matching relationship between the third word and a word from the list.

1. leg: foot as door: slide knob climb score
2. club: swing as car: barren equine flax drive
3. plan: agenda as world: earth kennel bottom fatigue
4. dead: revived as unconscious: sponge song teeth conscious
5. potato: tuber as ladder: beast tool rush radio
6. Atlanta: Georgia as Milwaukee: Nevada Georgia Wisconsin Utah
7. octuplets: eight as triplets: six five four three
8. gain: gained as hold: hell held hair Holland
9. daddy: father as mail: destination postage decade band
10. corn: ear as banana: bunch nose cereal serial
11. pope: Catholic as mullah: buddhist protestant moslem orthodox
12. history: story as female: anatomy fable male fence
13. obsolete: useless as sane: insane sound society proposal
15. throw: threw as wear: we’re ware wore worn
16. abundance: lack as hurry: clock vain lag twelve
17. twin: two as quartet: five nine unit four
18. two: too as see: sea saw to twice
19. trap: catch as ribbon: lump wear lost animal
20. shore: bank as nearly: plumb flax almost infinite
21. bite: bit as drink: dinosaur iPod drunk drank
22. butterfly: insect as donkey: bovine equine avian arachnine
23. inch: foot as one: 12 6 score yard
Fact or Opinion

Facts are statements which can be tested for truth or falsehood. Opinions are personal, subjective judgments or beliefs which cannot be tested for proof. Facts are not necessarily better than opinions, but it is important to know the difference between them because we tend to trust facts more than opinions. Facts are not the same as “truth”. When we talk of “facts” we are determining if a statement can be tested. “Facts” may be false, yet still be “facts” if they can be tested. Read each sentence. Try to decide if each statement is “fact” or opinion.

1. ___ You have a wonderful musical talent.
2. ___ Her eyes are blue.
3. ___ The daily edition of the Los Angeles Times costs 55¢
4. ___ Grey’s Anatomy is a great show.
5. ___ Beyoncé Knowles is 27 years old.
6. ___ Beyoncé Knowles is a beautiful woman.
7. ___ The Republican party works harder than the Democrats.
8. ___ Virginia is east of Ohio.
9. ___ Talk radio is awful.
10. ___ Corn is a grain.
11. ___ Mr. Doyle is six foot, five inches tall.
12. ___ Mr. Doyle is three foot, three inches tall.
13. ___ Mr. Doyle is a good-looking teacher.
14. ___ All terrorists are evil.
15. ___ Most lawyers are bad.
16. ___ God created whiskey so that the Irish wouldn’t take over the world.
17. ___ Maritime law is the law of the sea.
18. ___ A “best-seller” is a book that sells at least 20,000 copies in a specified time period.
19. ___ In 2003, the Space Shuttle Columbia disintegrated over Texas.
20. ___ The United States is only justified in going to war when it is attacked.
21. ___ NASA can’t do anything right.
22. ___ Employment is valued by every member of society.
23. ___ Cabbage tastes like boiled garbage.
24. ___ Cabbage is a leafy garden plant.
25. ___ Los Angeles police can earn over $100,000 a year after a few years of experience.
26. ___ The moon is romantic.
27. ___ The moon is made of silica, much like the elements on earth.
28. ___ The moon is made of green cheese.
29. ___ The temperature was 83° in Glendale yesterday.
30. ___ It was too cold in Glendale yesterday.
31. ___ Glendale has a bad smell.
32. ___ Los Angeles police aren’t paid enough.
33. ___ The accused had a blood alcohol level which exceeded the legal limit.
34. ___ A business partnership involves at least two people.
35. ___ Three plus four equals seven.
36. Three plus six equals seven.
37. Thanksgiving is on November 24th.
38. There are 531 Block-Buster Music stores in North America.
39. Block-Buster should stay in the video business.
40. I love the doctor show House M.D..
41. I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors.
42. Forty-four Americans have now taken the presidential oath.
43. Homes have been lost; jobs shed; businesses shuttered.
44. Our health care is too costly; our schools fail too many.
45. The 17 most-watched programs in TV history have all been Super Bowl games.
46. About one-third of the nation is expected to tune into the Super Bowl.
What is the Bias of the Author?
Put “G” if you think that the author thinks the person is “good” or “B” if you think that the author thinks the person in “bad”.

1. There are "interesting ideas" in conservative radio host Rush Limbaugh's *Wall Street Journal* editorial.
2. This senator is part of the militant homosexual lobby and movement.
3. The press being sloppy on the issue of supposedly overpaid autoworkers.
4. The country is in dire straits today thanks to a conservative philosophy that dominated the country for the last eight years.
5. The governor had darting eyes which didn't miss a thing.
6. Obama’s quick glance took in the room.
7. Congressman Barney Frank's fingerprints are all over the financial fiasco.
8. Secretary of State Clinton wore no makeup at the interview.
9. Barack Obama has won the Iowa caucuses. You’d have to have a heart of stone not to feel moved by this.
10. The sleeping adolescent growled into life.
11. Lindsay Lohan tried to meet his gaze and failed.
13. Beyonce glided into the room.
14. It was Dr. Smith.
15. It was Congressman Smith.
16. It was Reverend Smith.
17. It was Professor Smith.
18. It was Homer Smith.
19. Ann Coulter looked at him with frank approval.
20. Bill Clinton looked at her with frank approval.
21. The boy whined softly.
22. The puppy whined softly.
23. The boy cried softly.
24. The room was yellow and white.
25. The room was purple and orange.
26. The room was paneled with oak wood.
27. She described the Democratic National Convention as the “Spawn of Satan convention in Boston”.
28. He cleared his throat discreetly and spat into a handkerchief.
29. He was clean.
30. He was ragged and unshaven.
31. He was ragged and unshaven, but he was clean.
32. The female attendees are "corn-fed, no make-up, natural fiber, no-bra needing, sandal-wearing, hirsute, somewhat fragrant hippie chicks."
33. The theory of evolution and the whole idea of global warming is bogus science.
34. MSNBC anchor Chris Matthews is among the many members of the media enraptured by Obama.
35. We expose and combat liberal media bias.
36. Bush engaged in swaggering cowboy diplomacy.
37. Michelle Obama loves to dress in J. Crew, and now she's bringing her affordable aesthetic to her new home.
38. Barack Obama to me is what George Clooney is to me...an unattainable, but highly desirable man for countless reasons.
President Obama (no longer President-elect Obama — so long, extra keystrokes!) faced some tough comparisons heading into his inaugural address, which he'd been working on for two months, apparently. It was to be measured not only against inaugural addresses like those of JFK, FDR, and Lincoln, but also against his own already-classic orations. In other words, unless his speech made the nearby statues weep, it just wouldn't impress some people. And, as it turns out, not everyone was impressed. But for most people, Obama’s message, in addition to his usual poetic language, seems to have resonated especially well.

- Megan McArdle was "disappointed by the beginning of his speech" but thought the second half was "beautiful." [Atlantic]

- Michael Crowley calls it "strong, uplifting, appropriate for the moment, good if not wholly breathtaking," though it was kind of tough on Bush, who had to "sit and listen to Obama's account of a nation that needs to be reclaimed and restored." [Plank/New Republic]

- Jonathan Cohn was most struck by "the direct rebuke of former President Bush's foreign policy," in particular, the passage "about the need to live by the rule of law, even in matters of national security." [Plank/New Republic]

- Alan Wolfe says Obama’s "emphasis on duty and responsibility" was "so loud" that they drowned out his "liberal themes of hope and purpose." [Plank/New Republic]

- Jay Nordlinger admires Obama's "brevity" but doesn't think the speech was either particularly bad or good. [Corner/National Review]

- Karen Tumulty calls it "the most somber inauguration address I can remember." As in Chicago on Election Day, "Obama was once again the pull of gravity on the giddiness around him." [Time]

- Steve Benen says it was "a dense and powerful speech, and a more forceful rejection of the status quo than I'd expected." [Political Animal/Washington Monthly]

- Ramesh Ponnuru writes that despite some "good passages," the speech was "pedestrian, and at times petty in its many shots at Bush." [Corner/National Review]
• Michael Knox Beran calls it "[a] home run, very different in its emphases from The Audacity of Hope; much graver, more sober, and (in a good way) backward-looking." [Corner/National Review]

• Jeff Shesol, a speechwriter for President Clinton, weighs in: "It may not be the most inspirational speech he has ever given, but it’s surely the most purposeful. It was a display of strength (his) and a summoning of strength (ours)." [Room for Debate/NYT]

• Abe Greenwald contends that Obama’s "inaugural speech showed no evidence that he’s willing to abandon" his reliance "on the imprecise rhetoric of the professional campaigner." [Contentions/Commentary]

• Adam Serwer thinks the speech today "sought to provide a vision of our adulthood; an attitude that rejects the impulsiveness, painted as toughness, of the Bush years." [American Prospect]

• Taegan Goddard calls it "an extraordinary speech." [Political Wire]

• Ta-Nehisi Coates has "heard too many Obama speeches" and finds himself "unmoved." [Atlantic]

• Gabriel Winant found the speech "lofty in its language, but its subject was, in some sense, as earthy as it gets." The crux of the message was that "the story of American freedom is social history — the stuff of ordinary people's lives." [War Room/Salon]

By: Dan Amira
Phelps admits 'bad judgment' after marijuana-pipe photo

(CNN) -- Olympic gold medalist Michael Phelps admitted to "regrettable" behavior Sunday and vowed it wouldn't happen again after a British newspaper published a photograph of the swimmer smoking a marijuana pipe.

"I acted in a youthful and inappropriate way," swimmer Michael Phelps said in a statement released Sunday.

"I engaged in behavior which was regrettable and demonstrated bad judgment," the record-setting American athlete said in a statement issued Sunday. "I'm 23 years old, and despite the successes I have had in the pool, I acted in a youthful and inappropriate way not in a manner that people have come to expect from me," Phelps said. "For this, I am sorry. I promise my fans and the public -- it will not happen again."

Phelps won a record eight gold medals at the 2008 Summer Olympics in Beijing, China, four years after he won six gold medals at the Summer Olympics in Athens, Greece. He has received numerous corporate endorsements totaling millions of dollars.

His statement was also posted on his Facebook page, followed by comments of both support and admonishment from fans.

In a separate statement, the U.S. Olympic Committee said it was "disappointed in the behavior recently exhibited by Michael Phelps."

"Michael is a role model, and he is well aware of the responsibilities and accountability that come with setting a positive example for others, particularly young people," the committee said. "In this instance, regrettably, he failed to fulfill those responsibilities."

However, it added, "Michael has acknowledged that he made a mistake and apologized for his actions. We are confident that, going forward, Michael will consistently set the type of example we all expect from a great Olympic champion."

The picture, billed as an exclusive by the tabloid News of the World, showed Phelps using a water pipe during what it said was a November party at the University of South Carolina. In 2004, Phelps was arrested on charges of driving under the influence in Salisbury, Maryland. Phelps pleaded guilty and received 18 months probation in that incident, issuing an apology afterward.

"Getting into a car with anything to drink is wrong. It's dangerous and it's unacceptable. I'm 19, but was taught that no matter how old you are, you take responsibility for actions, which I do," Phelps told ESPN. The Olympic swimmer is one of 12 Olympic athletes that have pledged to "My Victory," an initiative launched last year by the U.S. Anti-Doping Agency to keep competitive sports clean of cheating and drug use.
TAMPA, Fla. — Olympic great Michael Phelps has acknowledged "regrettable" behavior and "bad judgment" after a photo in a British newspaper showed him smoking marijuana.

In a statement released to The Associated Press, the swimmer who won a record eight gold medals at the Beijing Games conceded the authenticity of the exclusive picture published Sunday by the tabloid News of the World.
Phelps said: "I engaged in behavior which was regrettable and demonstrated bad judgment. I'm 23 years old and despite the successes I've had in the pool, I acted in a youthful and inappropriate way, not in a manner people have come to expect from me. For this, I am sorry. I promise my fans and the public it will not happen again."
14-times Olympic gold medal winner Michael Phelps caught with cannabis pipe

By Georgina Dickinson, 01/02/2009

THIS is the astonishing picture which could destroy the career of the greatest competitor in Olympic history.

In our exclusive photo Michael Phelps, who won a record EIGHT gold medals for swimming at the Beijing games last summer, draws from a bong.

READ: I'M SORRY, SAYS MICHAEL PHELPS

The glass pipes are generally used to smoke cannabis.

And after sporting chiefs announced laws which mean four-year bans for drug-taking, Phelps’ dreams of adding to his overall 14 gold medal tally at the 2012 games in London could already be OVER.

Those dreams seemed the last thing on his mind when he puffed from the bong during two days of partying with students last November, a quiet time in the swimming calendar when athletes would not expect to get tested for drugs.

One party-goer who witnessed the star’s behaviour told the News of the World: "He was out of control from the moment he got there."
“If he continues to party like that I’d be amazed if he ever won any more medals again.”

Phelps’ aides went into a panic over our story and offered us a raft of extraordinary incentives not to run the bong picture.

It was on November 6, weeks after his Beijing triumph, that 23-year-old Phelps surprised students at the University Of South Carolina in Columbia by showing up unannounced at a house party.

He was visiting Jordan Matthews, a girl he was secretly seeing who was a student there.

Our source revealed: “Michael came to visit Jordan but ended up just getting wasted every night.

“He arrived with a group of girls hanging all over him. Jaws hit the floor when he walked in. You don’t get many celebrities in Columbia, so when Phelps comes to your party it’s a very big deal.

**Obnoxious**

“He didn’t know many people so you’d think he’d be a little shy. But he was loud, obnoxious and slamming beers from the get-go.

“Every girl wanted a piece of him and every guy wanted to be his best buddy. He couldn’t get enough of all the attention.”

As he basked in his hero status, Phelps knocked back beers and shots of spirits. And when a student offered him the glass bong engraved with red writing, he did not hesitate, says our source.

The 6ft 4ins athlete, in a white T-shirt and navy cap worn back to front, clasped the device in his huge hands and inhaled deeply.

Our source said: “You could tell Michael had smoked before. He grabbed the bong and a lighter and knew exactly what to do.

“He looked just as natural with a bong in his hands as he does swimming in the pool. He was the gold medal winner of bong hits. Michael ended up getting a little paranoid, though, because before too long he looked like he was nervous and ran out of the place.”
Compare the Articles

What is the difference in the headlines?
What is the tone of each article?
What appears to the bias of the author in each article? (Whose side is he on?)
List examples of particular words that show the bias.
How do the articles agree on basic facts? How do they disagree? State explicit examples.
Rate each article's objectivity. Is it relatively unbiased, somewhat biased, or very biased?
About the word "Propaganda":

Propaganda is any attempt to persuade using irrational appeals.

An “appeal” is an argument. “Irrational” means “not thinking or not using reason”. The word "propaganda" is related to the word "propagate". The root means "throwing seed." Imagine the way most third-world farmers plant crops. Farmers do not use machinery to plant crops nor do they plant seeds in neat rows. They walk into the field with a big bag of seed and take handfuls and toss the seed to the four corners of the wind. In the same way, modern propagandists "spread the seed" of information, allegations or half truths with the purpose of forming mass opinion. The propagandist uses irrational appeals, i.e. he doesn't seek to bring assent using reason, but rather seeks to inhibit thinking.

The classic methods of propaganda are:

- **transfer** - in which the viewer is invited to "picture himself" in the image. Appeals often to psychological needs.
- **glittering generalities** - which is the uncritical praising of a product.
- **name-calling** - which is criticism or the "putting down" of the competition. In politics, it's called “mudslinging.
  In debate, its an “ad hominem” attack or “poisoning the well”.
- **bandwagon** - an appeal to join the group. “Everybody’s doing it”.
- **plain folks** - an appeal to average middle-class family or patriotic values.
- **card stacking** - the unfair manipulation of information to make your product appear better than it is. “Stacking the deck”. If often uses unfair comparisons or leaves out important information
- **testimonial** - a famous person endorses or recommends the product.

propaganda=advertising=spin doctoring=public relations=community relations=political handling
Propaganda Exercises

a. Name-Calling
b. Glittering Generalities
c. Testimonial
d. Plain Folks
e. Card-Stacking
f. Bandwagon
g. Transfer

match the definition with the example.

1. _____ An appeal to do something or to buy something because everyone is doing it.
2. _____ An appeal to average middle-class political, social or religious values.
3. _____ An advertisement which invites you to identify with the persons in the picture and which pictures their product as a fulfillment of some emotional need.
4. _____ Advertising which tears down the opposition.
5. _____ An appeal made up mostly of general unprovable positive statements.
6. _____ An appeal which manipulates facts or make unfair comparisons in order to make a product appear better.
7. _____ An advertising which features the personal witness of a famous person.
8. _____ "Marxist terrorists are responsible for all the trouble in Central America."
9. _____ "President Clinton has endorsed Vice President Professor Doyle for President."
10. _____ "Country-Time tastes just like good old fashioned lemonade."
11. _____ "Most Doctors surveyed tell their patients to use the main ingredient in Bufferin."
12. _____ "Michael Jordan appears in a new series of commercials for Pepsi Cola."
13. _____ "When presidential candidate Bush visited a factory in California recently, he wore a worker's hard-hat. When Jesse Jackson visited a farm in Ohio, he wore a farm hat and posed for pictures on a big piece of farm machinery."
14. _____ "The White House today characterized the leaders of the Bosnian Serbs as a "Nazi thugs."
15. _____ "The full page advertisement in a magazine shows a group of men and women enjoying each other's company. They are all drinking Seagram Wine Coolers."
16. "Jay Leno personally endorses Alpo Dog Food for your dog."


18. "At Kentucky Fried Chicken, we do chicken right!"

19. "In the Pepsi television commercial, an entire beach-full of people climb over the hot sand in order to get a cup of Pepsi."

Analysis of Advertising

1. What does the advertisement sell?

2. How many people are pictured in the advertisement?

3. The time of day is:

4. The scene is:

5. Your attention focuses on:

6. What is the mood of the advertisement?

7. What pictures or words are used to set the mood?

8. What is the covert message of the advertisement?

9. Which ”classic” method of propaganda is this primarily?
Why Think About Propaganda?
by Aaron Delwiche  Used by permission of the author. Comments to author: redwood@halcyon.com

Propaganda Techniques: Special Appeals  Band Wagon

"The propagandist hires a hall, rents radio stations, fills a great stadium, marches a million or at least a lot of men in a parade. He employs symbols, colors, music, movement, all the dramatic arts. He gets us to write letters, to send telegrams, to contribute to his cause. He appeals to the desire, common to most of us, to follow the crowd. Because he wants us to follow the crowd in masses, he directs his appeal to groups held together already by common ties, ties of nationality, religion, race, sex, vocation. Thus propagandists campaigning for or against a program will appeal to us as Catholics, Protestants, or Jews...as farmers or as school teachers; as housewives or as miners.

With the aid of all the other propaganda devices, all of the artifices of flattery are used to harness the fears and hatreds, prejudices and biases, convictions and ideals common to a group. Thus is emotion made to push and pull us as members of a group onto a Band Wagon." (Institute for Propaganda Analysis, 1938)

The basic theme of the Band Wagon appeal is that "everyone else is doing it, and so should you." Since few of us want to be left behind, this technique can be quite successful. However, as the IPA points out, "there is never quite as much of a rush to climb onto the Band Wagon as the propagandist tries to make us think there is." When confronted with this technique, it may be helpful to ask ourselves the following questions:

* What is this propagandist’s program?
* What is the evidence for and against the program?
* Regardless of the fact that others are supporting this program, should I support it?
* Does the program serve or undermine my individual and collective interests?

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Propaganda Techniques: Special Appeals  Plain-Folks

By using the plain-folks technique, speakers attempt to convince their audience that they, and their ideas, are "of the people." The device is used by advertisers and politicians alike.

America’s recent presidents have all been millionaires, but they have gone to great lengths to present themselves as ordinary citizens. Bill Clinton eats at McDonald's and reads trashy spy novels. George Bush hated broccoli, and he loved to fish. Ronald Reagan was often photographed chopping wood, and Jimmy Carter presented himself as a humble peanut farmer from Georgia.

We are all familiar with candidates who campaign as political outsiders, promising to "clean out the barn" and set things straight in Washington. The political landscape is dotted with politicians who
challenge a mythical "cultural elite," presumably aligning themselves with "ordinary Americans." As baby boomers enter their fifth decade, we are starting to see politicians in blue jeans who listen to rock and roll.

During the 1980s, Bartels and James appeared on television in comfortable, farm-style clothing, and, with a folksy drawl, thanked consumers for their continued support. The irony was that these two "regular guys" who pushed wine coolers were actually multi-millionaires -- hardly like you or me. In all of these examples, the plain-folks device is at work.

The Institute for Propaganda Analysis has argued that, when confronted with this device, we should suspend judgment and ask ourselves the following questions:

* What are the propagandist's ideas worth when divorced from his or her personality?
* What could he or she be trying to cover up with the plain-folks approach?
* What are the facts?

Propaganda Techniques: False Connections Testimonial

Bruce Jenner is on the cereal box, promoting Wheaties as part of a balanced breakfast. Cher is endorsing a new line of cosmetics, and La Toya Jackson says that the Psychic Friends Network changed her life. The lead singer of R.E.M appears on a public service announcement and encourages fans to support the "Motor Voter Bill."

"This is the classic misuse of the Testimonial Device that comes to the minds of most of us when we hear the term. We recall it indulgently and tell ourselves how much more sophisticated we are than our grandparents or even our parents.

With our next breath, we begin a sentence, 'The Times said,' 'John L. Lewis said...,' 'Herbert Hoover said...,' 'The President said...,' 'My doctor said...,' 'Our minister said...' Some of these Testimonials may merely give greater emphasis to a legitimate and accurate idea, a fair use of the device; others, however, may represent the sugar-coating of a distortion, a falsehood, a misunderstood notion, an anti-social suggestion..." (Institute for Propaganda Analysis, 1938)

There is nothing wrong with citing a qualified source, and the testimonial technique can be used to construct a fair, well-balanced argument. However, it is often used in ways that are unfair and misleading.

The most common misuse of the testimonial involves citing individuals who are not qualified to make judgments about a particular issue. In 1992, Barbara Streisand supported Bill Clinton, and Arnold Schwarzenegger threw his weight behind George Bush. Both are popular performers, but there is no reason to think that they know what is best for this country.

Unfair testimonials are usually obvious, and most of us have probably seen through this rhetorical trick at some time or another. However, this probably happened when the testimonial was provided by a celebrity that we did not respect. When the testimony is provided by an admired celebrity, we are much less likely to be critical.
According to the Institute for Propaganda Analysis, we should ask ourselves the following questions when we encounter this device.

* Who or what is quoted in the testimonial?
* Why should we regard this person (or organization or publication) as having expert knowledge or trustworthy information on the subject in question?
* What does the idea amount to on its own merits, without the benefit of the Testimonial?

You may have noticed the presence of the testimonial technique in the previous paragraph, which began by citing the Institute for Propaganda Analysis. In this case, the technique is justified. Or is it?

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How Politicians Use Propaganda

Four years before Contract With America became a household phrase, Newt Gingrich's political action committee (GOPAC) mailed a pamphlet entitled Language, A Key Mechanism of Control to Republicans across the country. The booklet offered rhetorical advice to Republican candidates who wanted to "speak like Newt." It was awarded a Doublespeak Award by the National Conference of Teachers of English in 1990.

The booklet contained two lists of words. GOP candidates were instructed to use one set of "positive, governing words," (glittering generalities) when speaking about themselves. A second set of negative words (name-calling words) were to be used against their opponents.

This is the list of "positive, governing words" that GOP candidates were told to use when speaking about themselves or their policies.

* Active(ly) * Activist * Building * Candid(ly) * Care(ing) * Challenge * Change * Children
* Choice/choose * Citizen * Commitment * Common sense * Compete * Confident * Conflict * Control
* Courage * Crusade * Debate * Dream * Duty * Eliminate good-time in prison
* Empower(ment) * Fair * Family * Freedom * Hard work * Help * Humane * Incentive * Initiative
* Opportunity * Passionate * Peace * Pioneer * Precious * Premise * Preserve * Principle(d) * Pristine
* Pro-(issue) flag, children, environment * Prosperity * Protect * Proud/pride * Provide * Reform
* Rights * Share * Strength * Success * Tough * Truth * Unique * Vision * We/us/our * Workfare

This is the list of negative words and phrases that GOP candidates were told to use when speaking about their opponents.

* "Compassion" is not enough. * Anti-(issue) flag, family, child, jobs * Betray * Coercion * Collapse
* Consequences * Corruption * Crisis * Decay * Deeper * Destroy * Destructive * Devour * Endanger
* Failure * Greed * Hypocrisy * Ideological * Impose * Incompetent * Insecure * Liberal
* Lie * Limit(s) * Pathetic * Permissive attitude * Radical * Self-serving
A brief glance at the words on Gingrich's lists suggests that he continues to use these techniques. Words such as "vision, courage, lead, learn, commitment, empower, and freedom" can be found throughout Contract With America. Gingrich frequently uses words like "ideological, liberal, bureaucracy, crisis, endanger, and lie" to describe his opponents.

Gingrich understands the power of propaganda. When Language, A Key Mechanism of Control was first reported in the press, Gingrich's spokesman Thomas Blankley said "Obviously, the general concept is something Newt has been pressing in his public speaking for a long time, that Republicans need to use vivid language to describe the values of people we oppose politically." As recently as January 20th, 1995, Gingrich called upon his colleagues to "paint a vivid, brilliant word picture" in order to truly become a majority by April of 1997.

Differences Between Scholarship and Propaganda
from the Journal of Academic Librarianship Jan '95

Indicators of Scholarship

Strives for truth and admits weaknesses

Presents other points of view and may include dissenting points of view

Attempts to be fair-minded and admits bias or viewpoint

Interprets data carefully whether they support or refute a premise

Invites critical analysis

Invites continuing research

Describes limits of data.

Presents accurate description of alternative views.

Presents data that do not favor preferred views as well as data that support these.

Encourages debate, discussion and criticism.

Settles disputes by use of generally accepted criteria for evaluating data.

Looks for counter-examples.

Uses language in agreed-upon ways.

Updates information.

Admits own ignorance.

Attempts to discuss general laws/principles.

Finds own field or area of investigation difficult and full of holes.

Relies on critical thinking skills.
**Indicators of Propaganda**

Operates with many levels of both truth and falsehood.

Presents one point of view as the only point of view.

Misleads deliberately.

Manipulates charts, graphs, statistics to support a premise.

Provides ready-made answers and solutions to problems.

Results in changed attitude and or motivation to action to be successful

Excessive claims of certainty. (We have “the way, the view”).

Personal attacks and ridicule.

Emotional appeals.

Distortions of data unfavorable to preferred views.

Suppresses contradictory views.

Suppresses contradictory facts.

Appeals to popular prejudices.

Relies on suggestion or negative innuendo.

Devalues thought or critical appraisal.

Transforms words to suit aims.

Magnifies or minimizes problems, suggested remedies.

Presents information or views out of context.
Propaganda II
from http://en.wikipedia.org/wiki/Propaganda

- Ad hominem
A Latin phrase which has come to mean attacking your opponent, as opposed to attacking their arguments.

- Ad nauseam
This argument approach uses tiresless repetition of an idea. An idea, especially a simple slogan, that is repeated enough times, may begin to be taken as the truth. This approach works best when media sources are limited and controlled by the propagator.

- Appeal to authority
Appeals to authority cite prominent figures to support a position, idea, argument, or course of action.

- Appeal to fear
Appeals to fear seek to build support by instilling anxieties and panic in the general population, for example, Joseph Goebbels exploited Theodore Kaufman's Germany Must Perish! to claim that the Allies sought the extermination of the German people.

- Appeal to prejudice
Using loaded or emotive terms to attach value or moral goodness to believing the proposition.

- Bandwagon
Bandwagon and "inevitable-victory" appeals attempt to persuade the target audience to join in and take the course of action that "everyone else is taking."

  - Inevitable victory: invites those not already on the bandwagon to join those already on the road to certain victory. Those already or at least partially on the bandwagon are reassured that staying aboard is their best course of action.

  - Join the crowd: This technique reinforces people's natural desire to be on the winning side. This technique is used to convince the audience that a program is an expression of an irresistible mass movement and that it is in their best interest to join.

- Black-and-White fallacy
Presenting only two choices, with the product or idea being propagated as the better choice. (e.g., "You are either with us, or you are with the enemy")

- Beautiful people
The type of propaganda that deals with famous people or depicts attractive, happy people. This makes other people think that if they buy a product or follow a certain ideology, they too will be happy or successful. (This is more used in advertising for products, instead of political reasons)

- Big Lie
The repeated articulation of a complex of events that justify subsequent action. The descriptions of these events have elements of truth, and the "big lie" generalizations merge and eventually supplant the public's accurate perception of the underlying events. After World War I the German Stab in the back explanation of the cause of their defeat became a justification for Nazi re-militarization and revanchist aggression.

- Common man
The "plain folks" or "common man" approach attempts to convince the audience that the propagandist's positions reflect the common sense of the people. It is designed to win the
confidence of the audience by communicating in the common manner and style of the target audience. Propagandists use ordinary language and mannerisms (and clothe their message in face-to-face and audiovisual communications) in attempting to identify their point of view with that of the average person. For example, a propaganda leaflet may make an argument on a macroeconomic issue, such as unemployment insurance benefits, using everyday terms: "given that the country has little money during this recession, we should stop paying unemployment benefits to those who do not work, because that is like maxing out all your credit cards during a tight period, when you should be tightening your belt."

- **Demonizing the enemy**
  Making individuals from the opposing nation, from a different ethnic group, or those who support the opposing viewpoint appear to be subhuman (e.g., the Vietnam War-era term "gooks" for National Front for the Liberation of South Vietnam aka Vietcong, or 'VC') soldiers), worthless, or immoral, through suggestion or false accusations.

- **Direct order**
  This technique hopes to simplify the decision making process by using images and words to tell the audience exactly what actions to take, eliminating any other possible choices. Authority figures can be used to give the order, overlapping it with the Appeal to authority technique, but not necessarily. The Uncle Sam "I want you" image is an example of this technique.

- **Disinformation**
  The creation or deletion of information from public records, in the purpose of making a false record of an event or the actions of a person or organization, including outright forgery of photographs, motion pictures, broadcasts, and sound recordings as well as printed documents.

- **Euphoria**
  The use of an event that generates euphoria or happiness, or using an appealing event to boost morale. Euphoria can be created by declaring a holiday, making luxury items available, or mounting a military parade with marching bands and patriotic messages.

- **Flag-waving**
  An attempt to justify an action on the grounds that doing so will make one more patriotic, or in some way benefit a group, country, or idea. The feeling of patriotism which this technique attempts to inspire may not necessarily diminish or entirely omit one's capability for rational examination of the matter in question.

- **Glittering generalities**
  Glittering generalities are emotionally appealing words applied to a product or idea, but which present no concrete argument or analysis. A famous example is the campaign slogan "Ford has a better idea!"

- **Half-truth**
  A half-truth is a deceptive statement which may come in several forms and includes some element of truth. The statement might be partly true, the statement may be totally true but only part of the whole truth, or it may utilize some deceptive element, such as improper punctuation, or double meaning, especially if the intent is to deceive, evade blame or misrepresent the truth.
- **Intentional vagueness**
  Generalities are deliberately vague so that the audience may supply its own interpretations. The intention is to move the audience by use of undefined phrases, without analyzing their validity or attempting to determine their reasonableness or application. The intent is to cause people to draw their own interpretations rather than simply being presented with an explicit idea. In trying to "figure out" the propaganda, the audience forgoes judgment of the ideas presented. Their validity, reasonableness and application may still be considered.

  - **Labeling**
    A Euphemism is used when the propagandist attempts to increase the perceived quality, credibility, or creedence of a particular ideal. A Dysphemism is used when the intent of the propagandist is to discredit, diminish the perceived quality, or hurt the perceived righteousness of the Mark. By creating a 'label' or 'category' or 'faction' of a population, it is much easier to make an example of these larger bodies, because they can uplift or defame the Mark without actually incurring legal-defamation. Example: "Liberal" is a dysphemism intended to diminish the perceived credibility of a particular Mark. By taking a displeasing argument presented by a Mark, the propagandist can quote that person, and then attack 'liberals' in an attempt to both (1) create a political battle-ax of unaccountable aggression and (2) diminish the quality of the Mark. If the propagandist uses the label on too-many perceivably credible individuals, muddying up the word can be done by broadcasting bad-examples of 'liberals' into the media. Labeling can be thought of as a sub-set of Guilt by association, another logical fallacy.

  - **Name-calling**
    Propagandists use the name-calling technique to incite fears and arouse prejudices in their hearers in the intent that the bad names will cause hearers to construct a negative opinion about a group or set of beliefs or ideas that the propagandist would wish hearers to denounce. The method is intended to provoke conclusions about a matter apart from impartial examinations of facts. Name-calling is thus a substitute for rational, fact-based arguments against the an idea or belief on its own merits.[5]

  - **Obtain disapproval or Reductio ad Hitlerum**
    This technique is used to persuade a target audience to disapprove of an action or idea by suggesting that the idea is popular with groups hated, feared, or held in contempt by the target audience. Thus if a group which supports a certain policy is led to believe that undesirable, subversive, or contemptible people support the same policy, then the members of the group may decide to change their original position. This is a form of bad logic, where a is said to equal X, and b is said to equal X, therefore, a = b

  - **Oversimplification**
    Favorable generalities are used to provide simple answers to complex social, political, economic, or military problems.

  - **Quotes out of Context**
    Selective editing of quotes which can change meanings. Political documentaries designed to discredit an opponent or an opposing political viewpoint often make use of this technique.

  - **Rationalization**
    Individuals or groups may use favorable generalities to rationalize questionable acts or beliefs. Vague and pleasant phrases are often used to justify such actions or beliefs.
Red herring
Presenting data or issues that, while compelling, are irrelevant to the argument at hand, and then claiming that it validates the argument.

• Repetition
This type of propaganda deals with a jingle or word that is repeated over and over again, thus getting it stuck in someone’s head, so they can buy the product. The "Repetition" method has been described previously.

• Scapegoating
Assigning blame to an individual or group, thus alleviating feelings of guilt from responsible parties and/or distracting attention from the need to fix the problem for which blame is being assigned.

• Slogans
A slogan is a brief, striking phrase that may include labeling and stereotyping. Although slogans may be enlisted to support reasoned ideas, in practice they tend to act only as emotional appeals. Opponents of the US's invasion and occupation of Iraq use the slogan "blood for oil" to suggest that the invasion and its human losses was done to access Iraq’s oil riches. On the other hand, "hawks" who argue that the US should continue to fight in Iraq use the slogan "cut and run" to suggest that it would be cowardly or weak to withdraw from Iraq. Similarly, the names of the military campaigns, such as "enduring freedom" or "just cause", may also be regarded to be slogans, devised to influence people.

• Stereotyping
This technique attempts to arouse prejudices in an audience by labeling the object of the propaganda campaign as something the target audience fears, hates, loathes, or finds undesirable. For instance, reporting on a foreign country or social group may focus on the stereotypical traits that the reader expects, even though they are far from being representative of the whole country or group; such reporting often focuses on the anecdotal. In graphic propaganda, including war posters, this might include portraying enemies with stereotyped racial features.

• Testimonial
Testimonials are quotations, in or out of context, especially cited to support or reject a given policy, action, program, or personality. The reputation or the role (expert, respected public figure, etc.) of the individual giving the statement is exploited. The testimonial places the official sanction of a respected person or authority on a propaganda message. This is done in an effort to cause the target audience to identify itself with the authority or to accept the authority’s opinions and beliefs as its own. See also, damaging quotation

• Transfer
Also known as association, this is a technique that involves projecting the positive or negative qualities of one person, entity, object, or value onto another to make the second more acceptable or to discredit it. It evokes an emotional response, which stimulates the target to identify with recognized authorities. Often highly visual, this technique often utilizes symbols superimposed over other visual images. These symbols may be used in place of words; for example, placing swastikas on or around a picture of an opponent in order to associate the opponent with Naziism.
• Unstated assumption
This technique is used when the propaganda concept that the propagandist intends to transmit would seem less credible if explicitly stated. The concept is instead repeatedly assumed or implied.
• Virtue words
These are words in the value system of the target audience which tend to produce a positive image when attached to a person or issue. Peace, happiness, security, wise leadership, freedom, "The Truth", etc. are virtue words. In countries such as the U.S. religiosity is seen as a virtue, making associations to this quality affectively beneficial. See "Transfer".