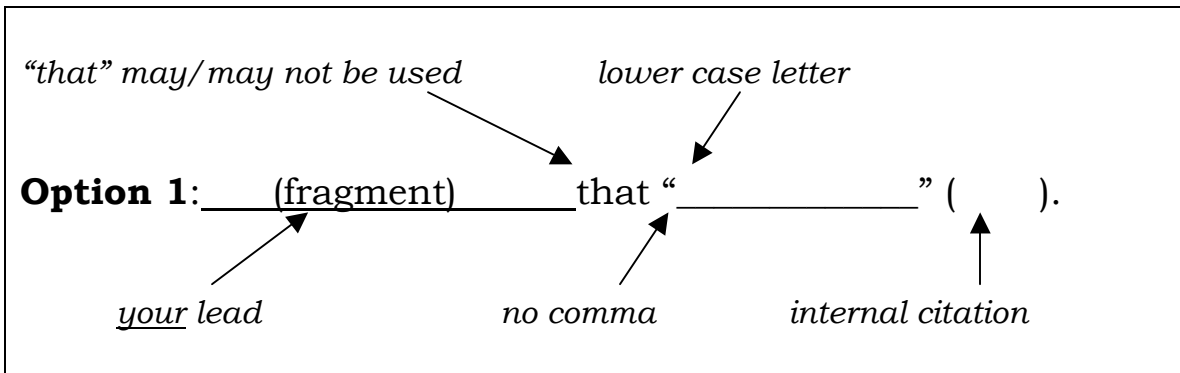


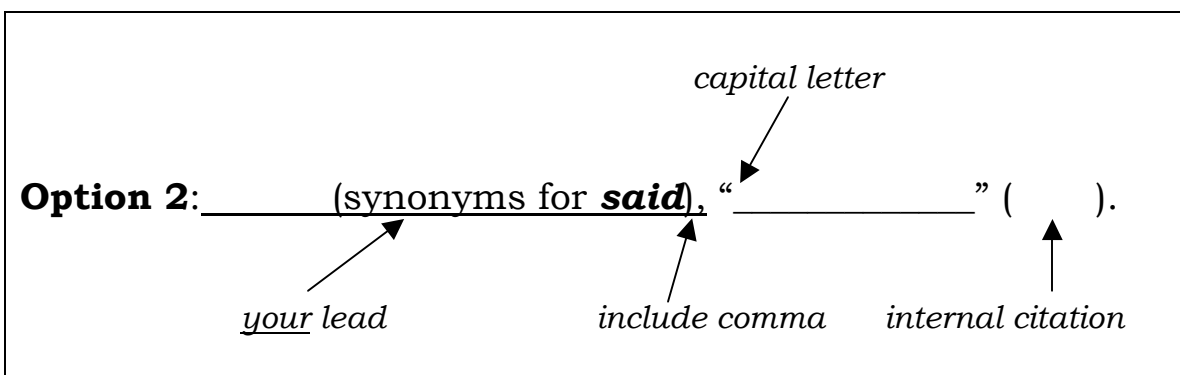
## Quotation Integration Formats



### Two Examples of Option 1:

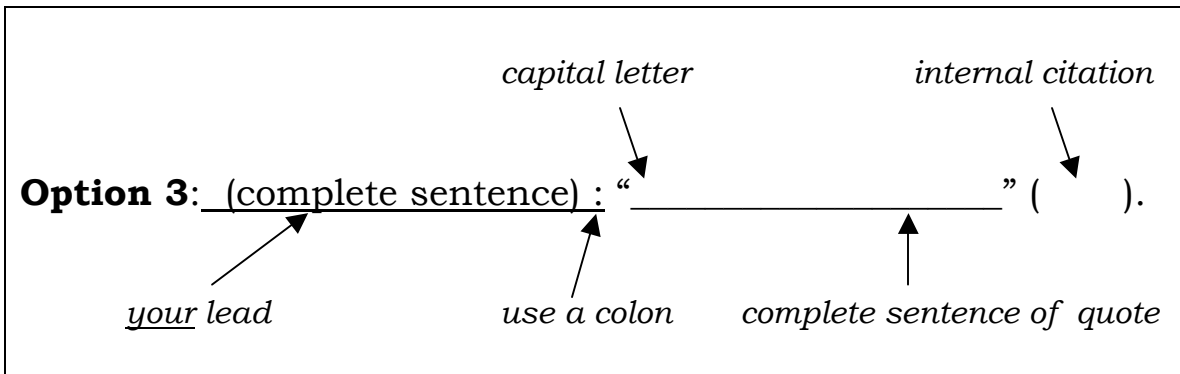
Furthermore, research indicates that "coed schools show an inherent and often inadvertent bias against females in textbooks, teaching techniques, and standardized tests" (Sajbel 91).

For instance, distractions are eliminated when the sexes are separated, thereby allowing students to "think about something besides their hormones" (Hancock 76).



### **An Example of Option 2:**

Myra and David Sadker, authors of *Failing at Fairness*, commented, "An intrinsic gender bias [exists] in coed schools, resulting in a new interest in all-girls educational institutions" (Sajbel 89).



### **Two Examples of Option 3:**

As one teacher noted, favoritism is also an issue in coed classes: "Any teacher can easily get sucked into favoring the boys. You get a thrill from involving a boy who's going to be disruptive; you don't get the same payoff from involving girls who are going to be quiet" (Sajbel 39).

Many times teachers tolerate disruptive behavior in boys but discourage the same behavior in girls:

Researchers Myra and David Sadker found that when boys blurt an answer without being called on, teachers listen. When girls call out, teachers tell them to raise their hands if they wanted to speak (Palar 40).