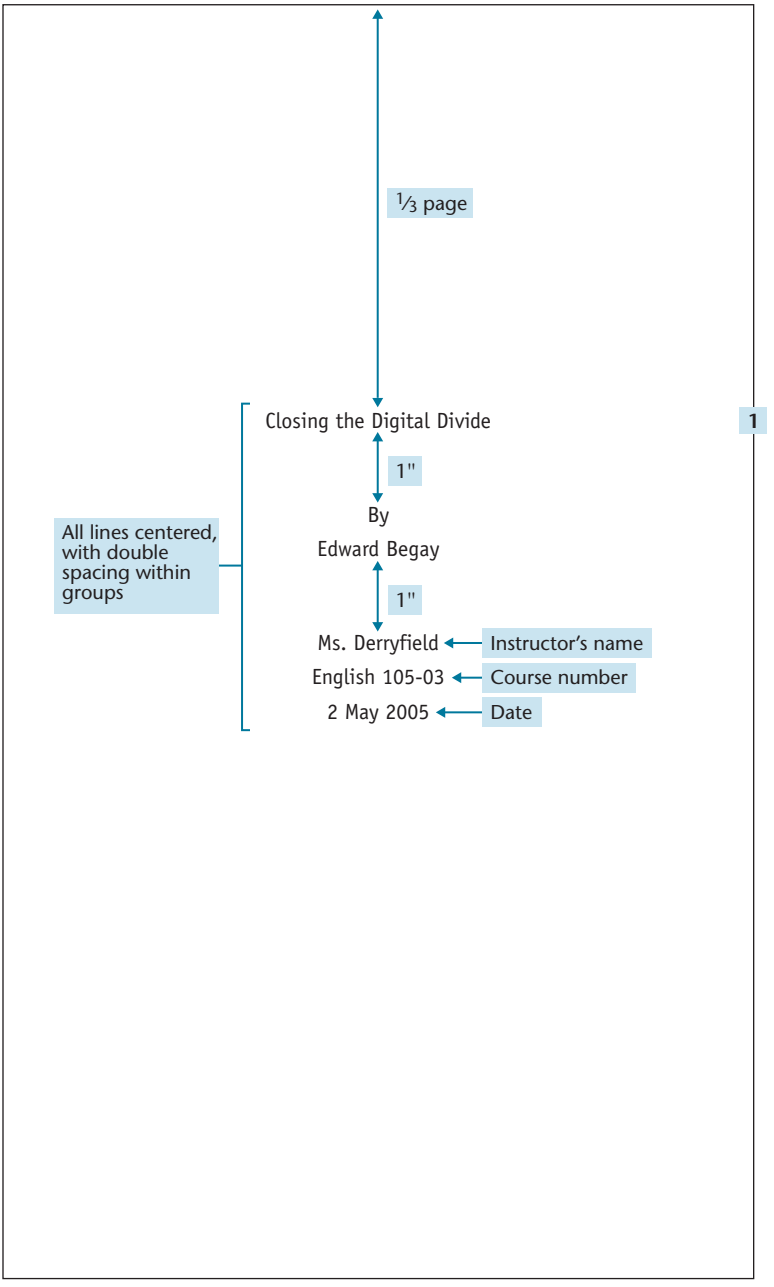

⅓ page
Closing the Digital Divide
1
1"
By
Edward Begay
1"
Ms. Derryfield
Instructor's name
English 105-03
Course number
2 May 2005
Date
All lines centered, with double spacing within groups

1 **Title page format.** A title page is not required by MLA style but may be required by your instructor. If so, or if you are required to submit an outline with your paper, prepare a title page as shown opposite.

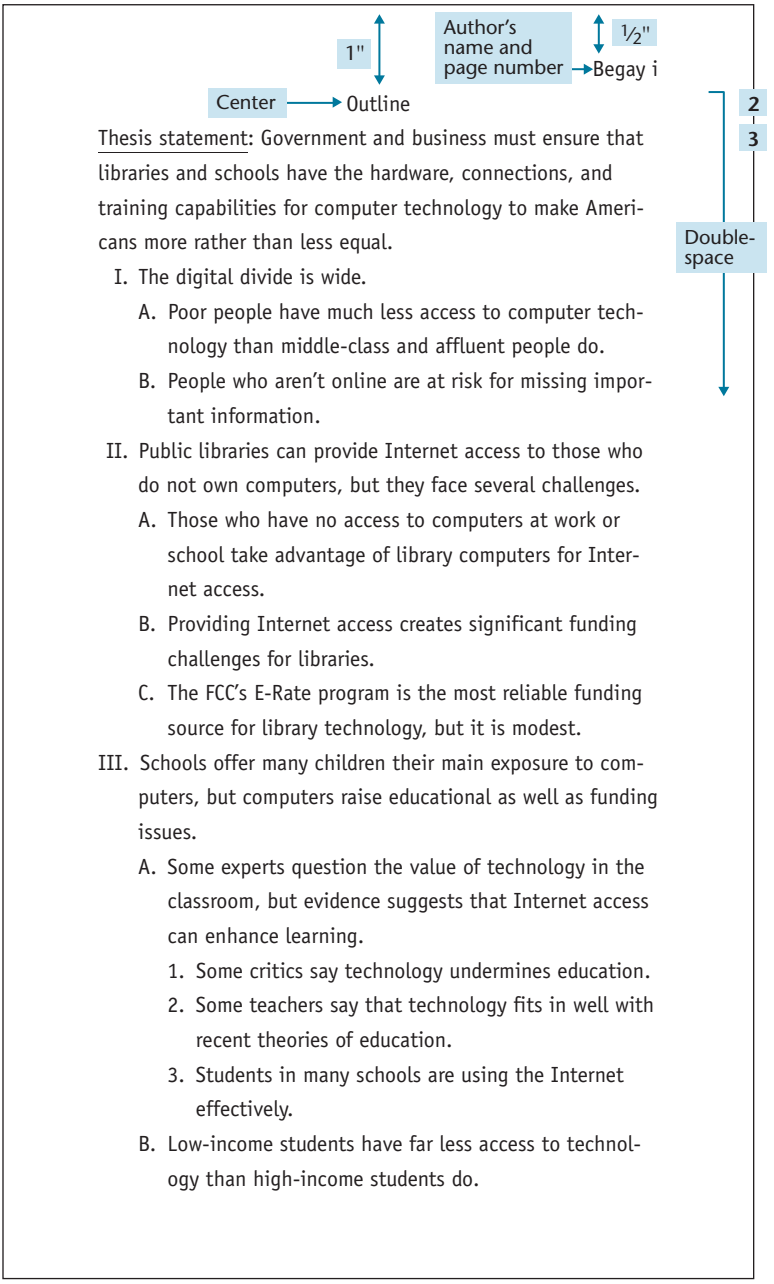
If your instructor does not require a title page for your paper, follow MLA style: place your name, the identifying information, and the date on the first page of the paper. See Vanessa Haley's paper, page 725, for this format.

Next two pages

2 **Outline format.** If your instructor asks you to include your final outline, place it between the title page and the text and number the pages with small Roman numerals (i, ii). Follow the formatting annotations on the next two pages.

3 **Outline content.** Begay includes his final thesis statement as part of his outline so that his instructor can see how the parts relate to the whole. Notice that each main division (numbered with Roman numerals) relates to the thesis statement and that all the subdivisions relate to their main division.

Begay casts his final outline in full sentences. Some instructors request topic outlines, in which ideas appear in phrases instead of in sentences and do not end with periods. (See pp. 35–36 for this format.)



Thesis statement: Government and business must ensure that libraries and schools have the hardware, connections, and training capabilities for computer technology to make Americans more rather than less equal.

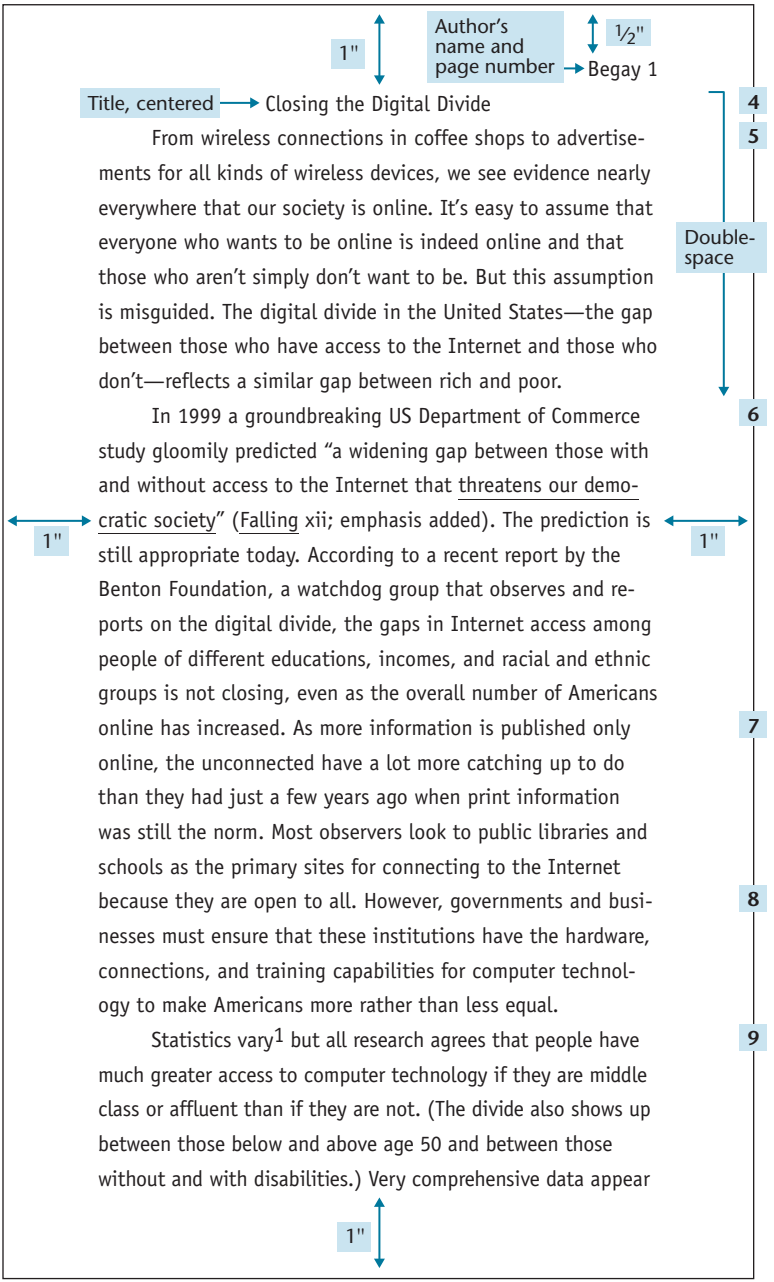
I. The digital divide is wide.
   A. Poor people have much less access to computer technology than middle-class and affluent people do.
   B. People who aren't online are at risk for missing important information.

II. Public libraries can provide Internet access to those who do not own computers, but they face several challenges.
   A. Those who have no access to computers at work or school take advantage of library computers for Internet access.
   B. Providing Internet access creates significant funding challenges for libraries.
   C. The FCC's E-Rate program is the most reliable funding source for library technology, but it is modest.

III. Schools offer many children their main exposure to computers, but computers raise educational as well as funding issues.
   A. Some experts question the value of technology in the classroom, but evidence suggests that Internet access can enhance learning.
      1. Some critics say technology undermines education.
      2. Some teachers say that technology fits in well with recent theories of education.
      3. Students in many schools are using the Internet effectively.
   B. Low-income students have far less access to technology than high-income students do.

1. Low-income students use the Internet half as often.
2. When low-income students have access to computers, they spend more of the time using instructional software.

IV. Governments and businesses must play a more active role in financing Internet access for libraries and schools.
   A. The federal government must reverse the recent cuts in funding of technology-assistance programs.
   B. Businesses must recognize their long-term interest in bringing potential employees online.



From wireless connections in coffee shops to advertisements for all kinds of wireless devices, we see evidence nearly everywhere that our society is online. It's easy to assume that everyone who wants to be online is indeed online and that those who aren't simply don't want to be. But this assumption is misguided. The digital divide in the United States—the gap between those who have access to the Internet and those who don't—reflects a similar gap between rich and poor.

In 1999 a groundbreaking US Department of Commerce study gloomily predicted "a widening gap between those with and without access to the Internet that threatens our democratic society" (Falling xii; emphasis added). The prediction is still appropriate today. According to a recent report by the Benton Foundation, a watchdog group that observes and reports on the digital divide, the gaps in Internet access among people of different educations, incomes, and racial and ethnic groups is not closing, even as the overall number of Americans online has increased. As more information is published only online, the unconnected have a lot more catching up to do than they had just a few years ago when print information was still the norm. Most observers look to public libraries and schools as the primary sites for connecting to the Internet because they are open to all. However, governments and businesses must ensure that these institutions have the hardware, connections, and training capabilities for computer technology to make Americans more rather than less equal.

Statistics vary[1] but all research agrees that people have much greater access to computer technology if they are middle class or affluent than if they are not. (The divide also shows up between those below and above age 50 and between those without and with disabilities.) Very comprehensive data appear

4 **a** **Title.** Begay's title captures the image of a wide gap between two places. A more descriptive title, such as "Equality on the Internet," would also have been appropriate. **b** **Paper format.** Because he provides a title page as requested by his instructor, Begay does not repeat his full name on the first page of text. For MLA style, which omits a title page, the following would appear in the upper left of this first page:

Edward Begay
Ms. Derryfield
English 105-03
2 May 2005

(See Vanessa Haley's paper, p. 725, for an example of a research paper without a title page.) Follow the formatting annotations on the facing page for margins and spacing.

5 **Introduction.** Begay defines *digital divide*, a term he uses to discuss the problem of Internet access. He delays presenting his thesis in order to establish some background about the persistence of unequal access.

6 **a** **Citation of two works with corporate authors.** The sources Begay cites here do not name individual authors, so he lists the sponsor organizations as authors. **b** **Citation when the author is named in your text.** Because Begay names the US Department of Commerce in his text, he does not repeat the name in the parenthetical citation. **c** **Citation of a work by the author of two or more works.** To distinguish this Department Commerce study from another one he also cites, Begay gives a shortened form of the title in the parenthetical citation. **d** **Adding emphasis to a quotation.** Begay underlines important words in the quotation. He acknowledges this change in the parenthetical citation with emphasis added, separated from the page number by a semicolon.

7 **Omission of a parenthetical citation.** The Benton Foundation report comes from the Internet and lacks page or other identifying numbers. Since Begay names the author in his text, he doesn't include a parenthetical citation.

8 **Thesis statement.** Begay's introduction has led up to this statement, which asserts the claim that he will support in the paper.

9 **a** **Relation to outline.** This paragraph begins part I of Begay's outline (see p. 692). **b** **Using an endnote for supplementary information.** Here Begay inserts a reference to a note at the end of the paper in which he explains the difficulty of interpreting statistics about Internet use. He signals the note with the raised numeral 1.

in the most recent Department of Commerce study, which paints the unsettling picture shown in Table 1. The bottom three groups total 41.2 percent of all US households, yet many fewer than half of them use the Internet.

Table 1
Internet Use by Household Income, 2003

Annual Household Income	Percentage of All US Households	Percentage Using the Internet
Less than $15,000	16.1	31.2
$15,000-$24,999	13.2	38.0
$25,000-$34,999	11.9	48.9
$35,000-$49,999	15.1	62.1
More than $75,000	26.3	82.9

Source: Data from United States, Dept. of Commerce, Natl. Telecommunications and Information Admin., A Nation Online: Entering the Broadband Age, Feb. 2005, 1 Mar. 2005 <http://www.ntia.gov/reports/anol/index.html> 9, 47.

People who aren't online are at risk for missing important information and may not even know they are missing it. For example, in early 2005 the US Department of Agriculture unveiled a new, interactive version of the Food Pyramid, the familiar triangle that provides guidelines for healthy eating. Previous versions of the pyramid had been published in print and distributed through schools, local health departments, local libraries, and so on. The new version, however, is available primarily on the Web, and its interactive features can be accessed only online. According to the journalist Andy Carvin,

10 **a** **Use of a table.** Begay uses a table to present statistics from the Department of Commerce study so that the data are easy to compare and the differences are emphatic. **b** **Table format.** Following MLA style, Begay double-spaces the entire table. **c** **Citation of a source for a table.** Also following MLA style, Begay provides a source note indicating where he obtained the data in the table. The note includes complete information on the source even though Begay also cites the work fully in his list of works cited. The numbers following the URL are the pages where Begay found the table's data.

11 **Selecting supporting evidence.** Begay paraphrases and quotes two sources in this paragraph to support his point that low-income people who aren't online may miss important information. The uses of the authors' names in the text clarify who said what.

the pyramid provides more specific information about nutrition, but being online it can't reach many low-income people who, like everyone else, would benefit from its guidelines. The sociologists Susan Dykstra and William L. Brown observe that "as US government agencies expand e-government . . . , a pressing question remains what will happen to underserved populations, particularly as traditionally offline government services are replaced entirely by online services." The answer, for now, is that those populations will be more underserved than before. 12

For people without home or work Internet access, an important link is public libraries. Nearly all public libraries in the United States do have some level of Internet access to serve their patrons: 97 percent, according to recent numbers (Bertot, McClure, and Jaeger 4). The access specifically benefits those who need it most. The American Library Association states the role of libraries and librarians this way: 13 14

> People from households making less than $15,000 annually are three times more likely to rely on library computers than those earning more than $75,000. . . . [P]ublic access to the Internet through public libraries is a major step toward closing the digital divide. But access is not enough: librarians and their interactions with patrons make the biggest difference. Librarians help patrons develop vital information-literacy skills by providing one-to-one tutoring in how to access relevant, well-organized sources. (par. 2) 15 16

However, providing not only up-to-date computers and Internet connections but also intensive training creates significant funding challenges for libraries. Almost 75 percent of public libraries have three or fewer computer terminals through which they can offer Internet access, and fewer than 30 17

12 **Editing a quotation with an ellipsis mark.** Begay uses an ellipsis mark (three spaced periods) to show that he has omitted some words from the quotation.

13 **Relation to outline.** This paragraph begins part II of Begay's outline. See page 692.

14 **a** **Citation when the author is not named in your text.** Because Begay does not give the three authors' names in his text, he provides the names in the parenthetical citation along with a page number. **b** **Citation of a work with three authors.** Begay gives all three authors' last names, separating them with commas and and before final name.

15 **a** **Format of a long quotation.** This quotation exceeds four typed lines, so Begay sets it off from his text without quotation marks, with double spacing throughout, and with an extra indention of ten spaces or one inch. **b** **Editing a quotation with brackets.** By using brackets around the capital *P*, Begay indicates that he has omitted the beginning of the original sentence and changed the capitalization.

16 **a** **Citation with displayed quotation.** The parenthetical citation after the quotation falls *outside* the sentence period. **b** **Citation of a source using a paragraph number.** Begay uses par. ("paragraph") to indicate that the source numbers paragraphs rather than pages. He cites paragraph 2.

17 **Revision of a draft.** In his first draft Begay sometimes strung his source information together without interpreting it. In revising he added comments of his own (in blue) to introduce the information in the context of his ideas:

> However, providing not only up-to-date computers and Internet connections but also intensive training creates significant funding challenges for libraries. ~~But a~~Almost 75 percent of public libraries have three or fewer computer terminals through which they can offer Internet access, and fewer than 30 percent of librarians believe they have the staff needed to train users (Bertot and McClure 35). Clearly, with the length of time Internet searches can take, three terminals and an overstretched staff cannot serve many library patrons. Yet terminals and staff are costly.

percent of librarians believe they have the staff needed to train users (Bertot and McClure 35). Clearly, with the length of time Internet searches can take, three terminals and an overstretched staff cannot serve many library patrons. Yet terminals and staff are costly.

Many librarians worry that these costs will cause libraries themselves to fall into the digital divide. Library funding is often cut and rarely increased by state and local governments trying to trim their budgets. Among nongovernment groups, according to the American Library Association, only the Bill and Melinda Gates Foundation (established by the Microsoft founder and his wife) has provided significant help for libraries. Since 1997 the foundation has given grants of more than $250 million to provide libraries with public-access computers and software. The grants have especially benefited poor, rural library systems, many of which otherwise could not have afforded the equipment (par. 7). 18

The most reliable source of government funding for library technology is the Universal Service Program, established by the US Federal Communications Commission. Telecommunications providers and individuals who subscribe to their services pay a fee commonly called the E-Rate. From the Universal Service Program, the FCC allocates up to $2.25 billion annually to help both libraries and primary and secondary schools purchase telecommunications services. However, the fund is modest and does not cover training of staff or purchase of computers. Given the transformation of our economy and culture caused by the Internet, $2.25 billion barely amounts to a token gesture. More must be done to connect libraries and help them train Internet users. 19

Whereas mostly adults benefit from library funding, many children receive their exposure to computers in the 20

18 **a** **Common knowledge.** In his reading, Begay saw many references to government cuts in library funding, so he treats this information as common knowledge and does not cite a source for it. (See pp. 632–33 for more on common knowledge.) **b** **Clarifying boundaries of source material.** The rest of this paragraph summarizes information from a report by the American Library Association. Begay makes the extent of the summary clear by giving the ALA's name at the beginning and a parenthetical citation at the end.

19 **Omission of a parenthetical citation.** Begay does not provide a parenthetical citation for the Federal Communications Commission report because he names the author in his text and the online source has no page or other reference numbers.

20 **a** **Relation to outline.** With this paragraph, Begay begins part III of his outline (see p. 692). **b** **Transitional paragraph.** Begay devotes a paragraph to the shift in focus from libraries to schools.

public schools. In fact, nearly all schools in the United States now provide some computers for student use (Conte 924). But the digital divide in schools has as much to do with how students use computers as it does with whether they have access to them.

For some time, schools have been using computers extensively for drill-and-practice exercises, in which students repeat specific skills such as spelling words, using the multiplication facts, or, at a higher level, doing chemistry problems. But many education experts criticize such exercises for boring students and failing to engage their critical thinking and creativity. Jane M. Healy, a noted educational psychologist and teacher, takes issue with "interactive" software for children as well as drill-and-practice software, arguing that "some of the most popular 'educational' software . . . may be damaging to independent thinking, attention, and motivation" (20). Another education expert, Harold Wenglinsky of the Educational Testing Service, found in a well-regarded 1998 study that fourth and eighth graders who used computers frequently, including for drill and practice, actually did worse on tests than their peers who used computers less often (Does It Compute? 21). In a later article, Wenglinsky concludes that "the quantity of use matters far less than the quality of use." In schools, he says, high-quality computer work, involving critical thinking, is still rare ("In Search" 17).[2]

Drill-and-practice exercises reinforce the "transmission" model of education, in which teachers transmit knowledge to passive students (Conte 925). Some experts argue that this type of teaching does not prepare students to work in the information age (Conte 923-24). Instead, these experts favor a model closer to cognitive psychology and constructivism, emphasizing active learning and "dealing with complex,

21 **a** **Integrating source material.** Here and elsewhere, Begay establishes his source's credentials in a signal phrase and effectively integrates paraphrases and quotations into his own sentences. **b** **Omission of ellipsis mark.** Begay does not use an ellipsis mark at the beginning of the Healy quotation beginning "some" because the small *s* makes it clear that he omitted the opening of Healy's sentence.

22 **Punctuation with a parenthetical citation.** The period that ends a sentence containing a quotation comes after the citation.

23 **a** **Citation of two works by the same author.** Begay gives brief versions of Wenglinsky's two titles in the parenthetical citations here and below in order to distinguish the sources. **b** **Clarifying boundaries of source material.** By mentioning Wenglinsky's name at the beginning of the paragraph's last two sentences and giving the rest of the citation at the end, Begay indicates that everything in between comes from Wenglinsky. **c** **Mixing quotation and paraphrase.** Begay quotes and paraphrases from Wenglinsky's article to give readers a good sense of the issue Wenglinsky raises. **d** **Punctuation with a quotation.** The period falls inside the closing quotation mark because the quotation is not immediately followed by a parenthetical citation.

24 **a** **Introducing borrowed material.** Begay here begins paraphrasing and quoting Conte as an expert, so he should have named Conte in the text and identified him with his credentials. **b** **Paraphrasing.** Begay paraphrases Conte's words. His note for the second paraphrase transcribed a quotation from Conte:

> Traditional vs. innovative models of education
>
> Conte 923-24
>
> "[T]he traditional classroom, with its strong central authority and its emphasis on training students to take orders and perform narrow tasks, may have prepared students for work in 20th-century factories. But it can't impart the skills they need in the workplace of the 21st century, where there's a premium on workers who are flexible, creative, self-directed and able to solve problems collaboratively."

c **Citation of paraphrases.** Because he does not use Conte's name in the text, Begay correctly gives it in the citations.

25 **Defining terms.** Begay uses two terms here, *cognitive psychology* and *constructivism*, that he picked up from Conte and other sources. He should have defined the terms to avoid confusing readers.

real-world problems"—a model well served by Internet-connected computers (Conte 935-36).

Many teachers see the Internet as a powerful resource for just this kind of teaching. Mary E. McArthur, a veteran teacher in Massachusetts, told me in an online interview that the Internet presents new possibilities for student learning: 26

> My students have a much better sense of the relevance of their education how now that they're online. When we were studying ecology, for example, some students e-mailed a representative of the EPA [Environmental Protection Agency] in Washington, asking questions and offering suggestions about a proposed local landfill, and received an immediate response. They took that response to the town's planning board when the landfill was discussed. 27 28

The Internet, according to McArthur, has made her students not only better learners but better citizens as well. And contrary to Healy's vision of uncreative, unmotivated students, McArthur told me that since her students began using technology, "conversation is constant. Students are talking online, to each other, and to me—questioning, criticizing, analyzing what they're learning."

McArthur's and her students' experiences are not unique: success stories about online education are common in popular and scholarly sources.[3] But many teachers and students are not discovering what they might accomplish with the Internet because their schools cannot afford enough terminals and training to give everyone ample hands-on experience. 29

In general, student access to online computers is improving considerably. A 2004 study conducted by Market Data Retrieval and quoted in Students and Internet Access by the 30 31

26 **Primary source: personal interview.** Begay tested his ideas by conducting an e-mail interview with a teacher in a public school. He uses both paraphrase and quotation from the interview, with the subject's permission.

27 **Adding to a quotation with brackets.** Begay spells out the full name of the EPA for readers who may not recognize the abbreviation, and he encloses the addition with brackets.

28 **Omission of parenthetical citation.** Begay does not use a parenthetical citation at the end of the quotation because the source (an interview) has no page or other reference numbers and the necessary information (McArthur's name) appears in the text before the quotation.

29 **a** **Summary of sources.** Rather than belabor the Internet success stories, Begay wraps up with a summary. **b** **Using an endnote for citation of several sources.** Begay avoids a lengthy and obtrusive parenthetical citation by referring readers to endnote 3, which lists several sources (see p. 718). **c** **Transitional paragraph.** This paragraph within the section on schools shifts the emphasis from the educational value of technology to its cost.

30 **Synthesis of sources.** In this and the next several paragraphs, Begay integrates information from sources with his own conclusions about the significance of the data.

31 **a** **Citation of a long source named in the text.** A parenthetical citation here would have read (qtd. in United States, Dept. of Education, Students). Begay chose to avoid the awkwardly long citation by naming both the indirect and the direct source in his text. The Department of Education site had no page or other reference numbers for Begay to cite. **b** **Indirect sources.** Indirect sources are appropriate only when the quoted material is not available to consult. Begay's use of the indirect source is appropriate here because he could not find the original Market Data Retrieval report.

US Department of Education shows that the ratio of students to computers decreased from 12 to 1 in 1998 to 4 to 1 in 2004. However, those are averages across all public schools. Another Department of Education source shows that in schools with students of low income, the ratio remains higher than the 1998 average, at 13 to 1, and only 34 percent of those students use the Internet at all in school, compared with 68 percent of their high-income peers. At the same time, the difference in overall computer use between low- and high-income students is not nearly as pronounced: 80 percent for those of low income, 88 percent for those of high income (Internet 29-30). (See fig. 1.)

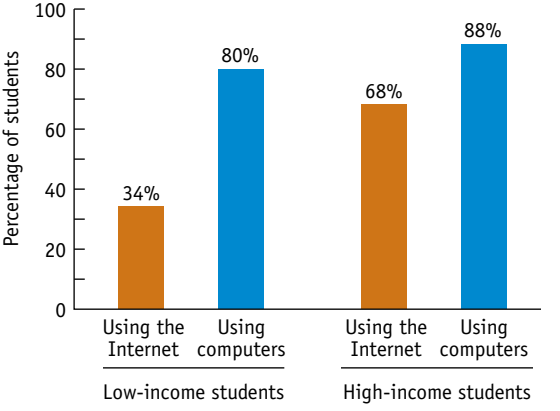


Fig. 1. Computer use in public schools, showing the disparity in Internet and overall computer use between low-income and high-income students. Data from United States, Dept. of Education, National Center for Educational Statistics, Internet Access in US Public Schools and Classrooms, 24 Feb. 2005, 12 Mar. 2005 <http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2005025>.

32 **Use of a figure.** Begay created a bar chart to show the differences between low-income and high-income students. He refers to the figure in his text.

33 **a** **Figure caption.** Begay captions the figure so that readers know how to interpret it. **b** **Citation of a source for data.** Following MLA style, Begay provides a source note indicating where he obtained the data in the chart. The note includes complete information for the source even though Begay also cites the work fully in his list of works cited.

The increase in both kinds of schools is due to the use of instructional software programs, primarily drill and practice. Clearly, poorer schools rely much more on such use than wealthier schools do.

Real stories back up the data shown in fig. 1. An example is La Entrada High School in a poor section of Oakland, California (Richards). La Entrada's ratio of students to computers is 15 to 1, and the computers are used machines that are slow to load Web sites. With limited equipment, students at La Entrada cannot match their more affluent peers in using the Web or communicating online with experts. In fact, they are often so frustrated by waiting in line for computers and then by the machines' slowness that they simply give up, using the computers only when scheduled for drill in reading and math. In the words of Delia Neuman of the University of Maryland, they "learn to do what the computer tells them" (qtd. in Conte 931).

Students who do not learn to use the Internet may find themselves left out of a society in which computer skills will earn a high school graduate 39 percent more than another graduate without such skills (Twist 6). And the nation's economy will suffer as well. The risk is described by Larry Irving, a former assistant secretary of the Department of Commerce and the author of its first report on the digital divide, Falling through the Net:

> Almost 60 percent of jobs created today . . . require an understanding of information technology. Yet too many of our students are graduating from schools that don't give them the training required for the jobs they seek. Already, the nation's businesses are having trouble filling the skilled jobs they're creating, and in another five years the situation is likely to reach a crisis.

34 Citation of an online article without page numbers. The Richards article, which Begay found online, does not have any page or other reference numbers, so the citation includes only the author's name.

35 Editing quotations. Begay had a long quotation by Neuman, but he selected from it only the words that supported the point he was making. The entire quotation appears in his note:

> Difference between rich & poor schools
>
> Conte 931
>
> From Delia Neuman, prof., U Maryland Coll. of Library & Information Services: "Economically disadvantaged students, who often use the computer for remediation and basic skills, learn to do what the computer tells them, while more affluent students, who use it to learn programming and tool application, learn to tell the computer what to do."

36 a Citation of an indirect source. With the use of qtd. in, Begay indicates correctly that he found the quotation by Neuman (an indirect source) in the article by Conte (a direct source). **b Indirect sources.** Indirect sources are appropriate only when the quoted material is not available to consult. Begay's source, Conte, gave full bibliographic information on Neuman's article, and Begay should have gone directly to it.

37 Omission of a parenthetical citation. Begay took this quotation from an online source lacking page or other reference numbers. Since the author is named in the text, he does not provide a parenthetical citation.

The results, then, are unavailable jobs for the graduating students who need them and a shortage of just the kind of workers the country needs.

The problem for schools like La Entrada is, of course, money. Leaders in poor school districts are aware of the importance of technology, but they are also worried about leaking roofs, aging furniture, and overcrowded classrooms. The money to buy the equipment, make the connections, and train teachers and staff to use and maintain the networks is not easily found even in middle-class school districts, much less in poorer districts. 38

If libraries and schools are to provide widespread access to the Internet, they must find ways not only to integrate technology into their programs but also to pay the bills associated with going and staying online. Adapting the work of libraries and schools to the technological age is the responsibility of the experts within those systems. But finding the money to finance technological advances should involve more elements of society, specifically governments and businesses. These two groups must play a more active role in wiring libraries and schools, providing hardware, and training librarians, teachers, and students to work with the technology. 39

Governments are already encouraging cooperation between businesses and schools. For instance, many states organize annual NetDay campaigns designed to bring educators, community volunteers, and corporations together to keep schools online and up to date (Jordahl and Orwig 25; NetDay). However, to close the digital divide, government support must be direct. The E-Rate program of the Federal Communications Commission is a start, but just a start, because it covers only connection fees, not hardware or training. Furthermore, divided as it is among nearly 17,000 public libraries and 114,000 40

38 **Drawing conclusions.** Rather than leave it to his readers to figure out the significance of the preceding paragraphs, Begay here wraps up the discussion of schools with his own conclusions about the costs and thus the limits of technological change in education.

39 a **Relation to outline.** With this paragraph, Begay begins part IV of his outline (see p. 693). b **Summary statement.** Begay introduces this final section with a statement that pulls together libraries and schools and clearly distinguishes their role from the financial responsibilities for broadening Internet access.

40 **Parenthetical citation of more than one work.** Begay discovered information about NetDay campaigns in two sources, so he cites both in parentheses, separating them with a semicolon. The second source lacks page or other reference numbers, so its citation does not include a number.

primary and secondary schools (World Almanac 251, 253), the program's $2.25 billion comes to less than $20,000 per institution per year. According to the Benton Foundation, the federal government once made closing the divide a priority, funding programs to bring the disadvantaged online and train them in using Internet resources. But the foundation reports that since 2001 the federal government has actually slashed funding of three significant programs: Preparing Tomorrow's Teachers to Use Technology, providing grants to help teachers gain more competence teaching with computers; Technology Opportunity Program, providing hardware grants to the public and nonprofit sectors; and Community Technology Centers, providing grants to expand access of the rural and urban poor to technology. Fig. 2 shows the funding of these programs from 2001 to 2005.

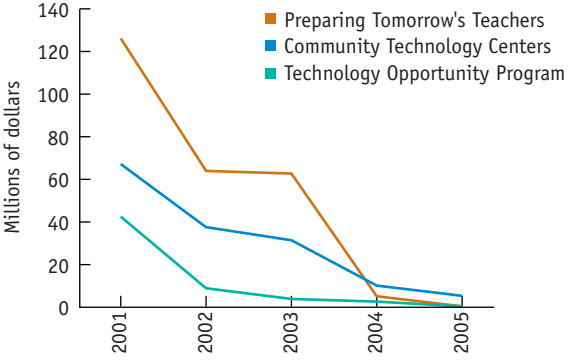


Fig. 2. Funding levels 2001-05 for three federal government programs intended to help close the digital divide. Chart from Benton Foundation, National Strategy to Bridge the Digital Divide Abandoned, Jan. 2005, 3 Apr. 2005 <http://www.benton.org/press/2005/pro211.html>.

41 a **Use of an almanac.** Begay consulted an almanac for the number of public libraries and primary and secondary schools so that he could calculate the average amount of aid under the E-Rate program. b **Placement of a parenthetical citation.** Because Begay used the almanac only for the number of libraries and schools, not for the calculation, he places the parenthetical citation directly after the almanac data.

42 **Omission of a parenthetical citation.** Since Begay names the Benton Foundation in his text and the online source has no page or other reference number, he does not add a parenthetical citation.

43 **Use of a figure.** Begay uses a graph to show the dramatic funding decrease in the programs he mentions. He refers to the figure in his text.

44 a **Figure caption.** Begay captions the figure so that readers know how to interpret it. b **Citation of a source for a figure.** Following MLA style, Begay provides a source note indicating where he obtained the figure. The note includes complete information for the source even though Begay also cites the work fully in his list of works cited.

Cuts like these propel government efforts backward rather than forward. If the digital divide is to close, as it must, the federal government needs to reverse direction, taking the lead to ensure that its citizens have equal access to information technology. 45

Businesses must join in as well. Commercial enterprises have long recognized their responsibility to the larger community—for instance, supporting youth athletics and contributing to charities through the Chamber of Commerce. Some businesses also work with schools and libraries to increase Internet access. For many years, computer manufacturers such as IBM and Apple have donated new and used computers to schools. Recently, the 3COM Corporation has provided grants and consultants to help train public school teachers and students in the use of technology (Jordahl and Orwig 25). 46

For computer companies, cooperation with schools and libraries seems good business, paying off in free advertising, enhanced image, and potential sales. In some locations, other kinds of companies are also stepping in to improve Internet access for the disadvantaged. For example, three Seattle banks assign employee mentors to low-income public schools to help the students use the Internet effectively for schoolwork (Jordahl and Orwig 24). And insurance companies and law firms in Boston have joined technology companies to provide computer training and equipment in the public libraries and schools, making Boston one of the most Internet-connected cities in the nation (Pace 36). But these efforts and a few others like them are unusual in the literature on the digital divide. Most businesses, no doubt focusing on the short term and receiving little incentive from government to do otherwise, may train their own employees but contribute nothing to bring the larger community online. As Larry Irving notes in 47

45 **Drawing conclusions.** Begay ends his discussion of government funding with his own conclusion about what has happened and what must be done.

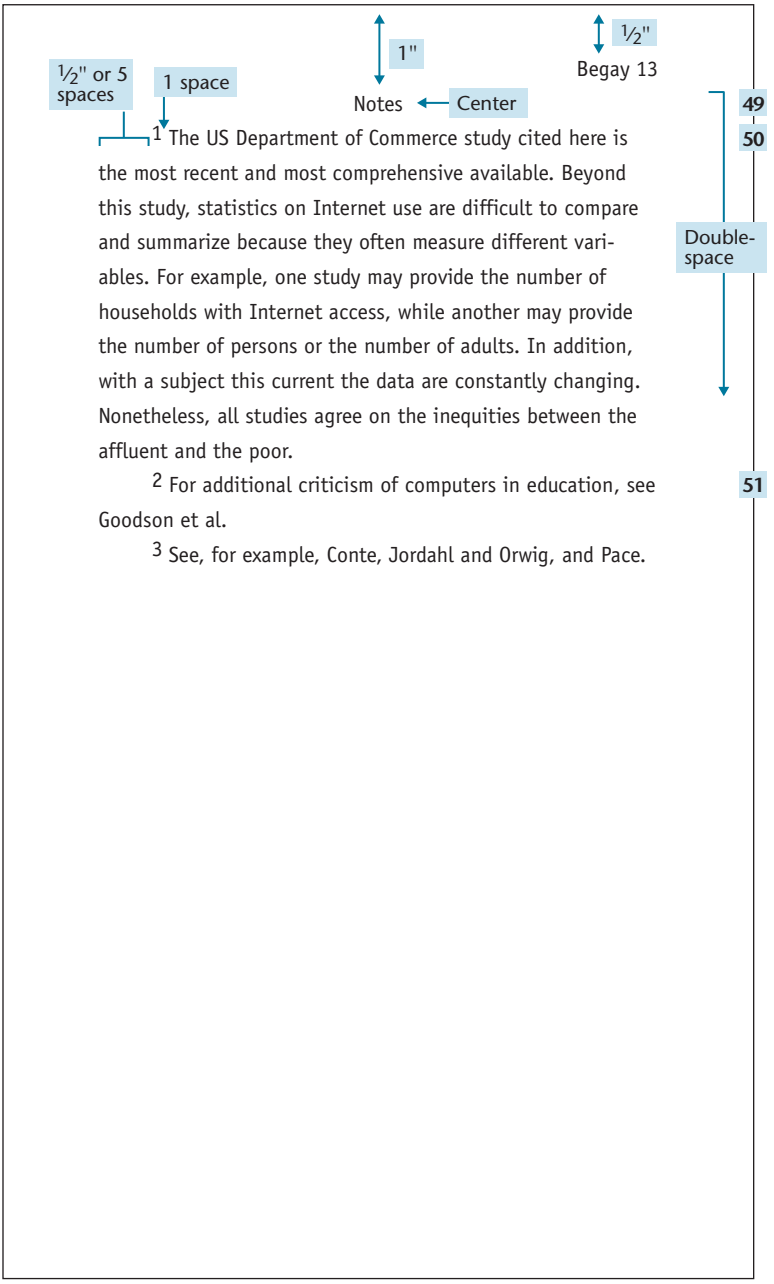
46 **Common knowledge.** Begay already knew of manufacturers' programs to place computers in schools; in fact, he had used a donated computer in high school. Thus he treats this information as common knowledge.

47 **Drawing conclusions.** Begay ends his discussion of business with his own conclusions about the causes and results of low funding.

the quotation cited earlier, businesses are already suffering from such shortsightedness. They must recognize their interest in fostering widespread access to technology.

The Internet is now "the central nervous system of our democracy," says Jeff Chester of the Center for Digital Democracy (6). Providing Internet access through libraries and schools seems the only way to ensure equal access for poor and rich alike. The schools and libraries cannot close the digital divide on their own, however. They need strong financial support from government and business to make Chester's neural pathway truly open to all.

48 **Conclusion.** In his final paragraph Begay summarizes the main points of his paper to remind readers of both the need for universal Internet access and the ways it can be funded.



[1] The US Department of Commerce study cited here is the most recent and most comprehensive available. Beyond this study, statistics on Internet use are difficult to compare and summarize because they often measure different variables. For example, one study may provide the number of households with Internet access, while another may provide the number of persons or the number of adults. In addition, with a subject this current the data are constantly changing. Nonetheless, all studies agree on the inequities between the affluent and the poor.

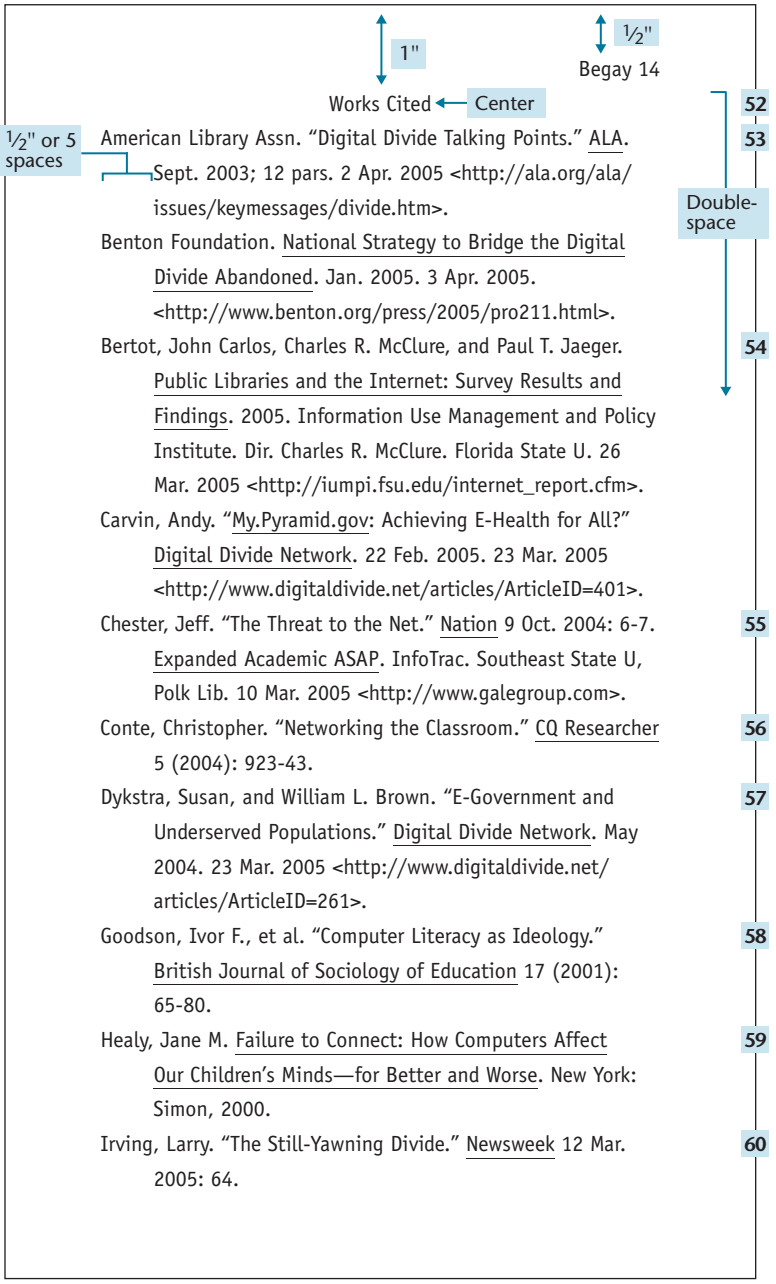
[2] For additional criticism of computers in education, see Goodson et al.

[3] See, for example, Conte, Jordahl and Orwig, and Pace.

49 **Format of notes.** The heading Notes is centered one inch from the top of the page. (The heading would be singular—Note—if Begay had only one note.) Follow the annotations on the facing page for formatting.

50 **Endnotes for additional relevant information.** Begay uses endnotes for sources and information that are somewhat relevant to his thesis but not essential and that don't fit easily into the text. Note 1 provides information on Begay's difficulties interpreting statistics. Note 2 highlights a notable critique of computers in education. And note 3 cites several sources that would be obtrusive in a parenthetical citation. (See p. 656 for more on supplementary notes.)

51 **Citation of a source with more than three authors.** The Goodson citation indicates with et al. ("and others") that Goodson was a coauthor with at least three others. See the works-cited entry for this source on the next page.



American Library Assn. "Digital Divide Talking Points." ALA. Sept. 2003; 12 pars. 2 Apr. 2005 <http://ala.org/ala/issues/keymessages/divide.htm>.

Benton Foundation. National Strategy to Bridge the Digital Divide Abandoned. Jan. 2005. 3 Apr. 2005. <http://www.benton.org/press/2005/pro211.html>.

Bertot, John Carlos, Charles R. McClure, and Paul T. Jaeger. Public Libraries and the Internet: Survey Results and Findings. 2005. Information Use Management and Policy Institute. Dir. Charles R. McClure. Florida State U. 26 Mar. 2005 <http://iumpi.fsu.edu/internet_report.cfm>.

Carvin, Andy. "My.Pyramid.gov: Achieving E-Health for All?" Digital Divide Network. 22 Feb. 2005. 23 Mar. 2005 <http://www.digitaldivide.net/articles/ArticleID=401>.

Chester, Jeff. "The Threat to the Net." Nation 9 Oct. 2004: 6-7. Expanded Academic ASAP. InfoTrac. Southeast State U, Polk Lib. 10 Mar. 2005 <http://www.galegroup.com>.

Conte, Christopher. "Networking the Classroom." CQ Researcher 5 (2004): 923-43.

Dykstra, Susan, and William L. Brown. "E-Government and Underserved Populations." Digital Divide Network. May 2004. 23 Mar. 2005 <http://www.digitaldivide.net/articles/ArticleID=261>.

Goodson, Ivor F., et al. "Computer Literacy as Ideology." British Journal of Sociology of Education 17 (2001): 65-80.

Healy, Jane M. Failure to Connect: How Computers Affect Our Children's Minds—for Better and Worse. New York: Simon, 2000.

Irving, Larry. "The Still-Yawning Divide." Newsweek 12 Mar. 2005: 64.

52 **Format of a list of works cited.** The heading Works Cited is centered at the top of the page. The entries are alphabetized by the last name of the first author or (for sources without authors) by the first main word of the title. Each entry has a hanging indention (see p. 657 on creating this indention). For additional formatting, see the annotations on the facing page.

53 a **An online source,** including Begay's access date and the URL in angle brackets. b **A corporate author.** Since the source does not list an individual as author, Begay names the organization as author. c **Paragraphs instead of pages.** This source does not number pages but does number paragraphs, so Begay lists the total paragraphs.

54 a **Source with three authors.** The first name is reversed, and the other two are given in normal order, separated by and. b **Scholarly project.** The entry includes the title of the project, the name of the director, and the name of the sponsoring university.

55 **Article from an online service to which the library subscribes** (see pp. 671–72). Because the service does not provide usable URLs for articles—that is, URLs that readers can use to reach the articles directly—Begay instead gives the names of the database and service, the names of his school and library, and the URL for the home page of the service.

56 **Article in a journal with continuous pagination throughout an annual volume** (see p. 666).

57 **Source with two authors.** The first name is reversed. After and the second name is given in normal order.

58 **Source with more than three authors.** A source with more than three authors may be listed with all authors' names or just with the first author's name followed by et al. ("and others"). (See p. 659.) Begay had all the names in his working bibliography, but he opted not to use them. His parenthetical citation is consistent with this decision (p. 718).

59 **Book with one author.**

60 **Article in a weekly magazine.**

Jordahl, Gregory, and Ann Orwig. "Getting Equipped and Staying Equipped, Part 6: Finding the Funds." Technology and Learning Apr. 2004: 20-26. 61

McArthur, Mary E. E-mail interview. 20 Mar. 2005. 62

NetDay. "About Us." NetDay. Jan. 2003. 21 Mar. 2003 <http://www.netday.org/about.html>. 63

Pace, Don. "Building the Digital Bridge in Boston." Converge Dec. 2004: 35-37.

Richards, Greg. "Digital Divide on Site." San Jose Mercury News 22 Nov. 2004, morning final ed. NewsBank. Southeast State U, Polk Lib. 17 Mar. 2005 <http://www.newsbank.com>. 64

Twist, Kade. "Disparities along the Information Age Career Path." Digital Divide Network. 2003. 3 Mar. 2005 <http://www.digitaldivide.net/articles/ArticleID=292>.

United States. Dept. of Commerce. National Telecommunications and Information Admin. Falling through the Net: Defining the Digital Divide. Nov 1999. 1 Mar. 2005 <http://www.ntia.doc.gov/ntiahome/fttn99/contents.html> 65

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---. Dept. of Education. Advisory Commission on Student Financial Assistance. Students and Internet Access. Apr. 2004. 16 Mar. 2005 <http://www.ed.gov/about/acsfa/students_internet.html>. 67

---. ---. Natl. Center for Education Statistics. Internet Access in Public Schools and Classrooms. 24 Feb. 2005. 12 Mar. 2005 <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005025>.

61 **Article in a monthly magazine.**

62 **Personal interview by e-mail.**

63 **A page on an organization's Web site.** MLA does not specifically cover an online site for this type of organization, so Begay adapted the format for a short work from an online site (p. 673). He provided all the information a reader would need to find the source—including the page title, site title, date of publication, and URL of the page—along with the date of his access.

64 **Article from an online service to which the library subscribes.** See annotation 55 on page 721.

65 **Online government publications.** This and the next four entries all cite government publications that Begay found online. Since none of the sources had a named author, Begay lists as author the government body responsible for the source: the government (United States), the department, and (in the first two and fourth sources) the group within the department.

66 **Additional source by the same author.** Since the author of the previous entry is also United States, Department of Commerce, National Telecommunications and Information Administration, in this entry Begay replaces each of those names with three hyphens followed by a period.

67 **Additional source by the same government.** Since the previous entry also lists United States as the government, in this entry Begay replaces the name with three hyphens followed by a period. Note that he does not replace author information that is unique to this source, but in the next entry he does replace the repeated department name.

Next page

68 **Anonymous source.** *The World Almanac* has no named author and so is listed and alphabetized by its title. It appears last in the list of works cited because World appears last alphabetically.

---. Federal Communications Commission. Universal Service Program. 28 Sept. 2002. 6 Mar. 2005 <http://www.fcc.gov/Bureaus/Common_Carrier/Public_Notices/1998/da971374.html>.

Wenglinsky, Harold. Does It Compute? The Relationship Between Educational Technology and Student Achievement. Princeton: Educational Testing Service, 1998.

---. "In Search of the Workable." Converge Oct. 2004: 16-17.

The World Almanac and Book of Facts 2005. New York: World Almanac, 2005.