

Punctuation Practice

Instructions: Please supply the correct end punctuation (including any needed conjunctions) for the statutory text below.

Practice Exercise #1:

28-9-204. Per capita distribution.

Heirs will take per capita in the following circumstances

(1) (A) If all members of the class who inherit real or personal property from an intestate are related to the intestate in equal degree, they will inherit the intestate's estate in equal shares and will be said to take per capita

(B) For illustration

(i) If the intestate leaves no heirs except children, the children will take per capita and in equal shares

(ii) If the intestate leaves no heirs except grandchildren, all the grandchildren will take per capita and in equal shares

(iii) If the inheriting class consists solely of great-grandchildren, or any more remote descendants of the intestate who are all related to the intestate in the same degree, they will take per capita

(C) The same rule applies to the inheritance by collateral heirs of the intestate as when, for illustration, the inheriting class consists entirely of brothers and sisters, or consists solely of nieces and nephews who are descendants of deceased brothers and sisters, or consists of any other collateral relatives of the intestate who are related to the intestate in equal degree

(D) Likewise, when the inheriting class consists of uncles, aunts, and grandparents or great-uncles, great-aunts, and great-grandparents who, under § 28-9-214, may constitute an inheriting class even though they represent different generations, all members of such a class who survive the intestate will take per capita and share equally

(2) If the members of the inheriting class are related to the intestate in unequal degree, those in the nearer degree will take per capita or in their own right, and those in the more remote degree will take per stirpes or through representation as provided in § 28-9-205

Practice Exercise #2:

28-9-212. Computing degrees of consanguinity.

(a) (1) In computing the degrees of relationship between any two (2) kinsmen who are not related in a direct line of ascent or descent, it is proper to start with the common ancestor of the kinsmen and count downwards. In whatever degree the kinsmen or the more remote of them is distant from the common ancestor, that is the degree in which they are related to each other

(2) Thus two (2) or more children of a common parent are related to each other in the first degree, because from the common parent to each of the children is counted only one (1) degree

(3) But a person and his or her nephew are related in the second degree, for the nephew is two (2) degrees removed from his grandparent who is the common ancestor

(4) A person and his or her second cousin are related in the third degree, for they are both three (3) degrees removed from the great-grandparent who is their common ancestor

(b) In computing the degrees of relationship between any two (2) kinsmen related in a direct line of ascent or descent, the degree of relationship shall be determined by starting with one (1) of the persons and counting up or down to the other. Thus, a person and his or her

(1) Parent or child are related in the first degree

(2) Grandparent or grandchild are related in the second degree

(3) Great-grandparent or great-grandchild are related in the third degree

Practice Exercise #3:

28-9-219. Distinction between ancestral estates and new acquisitions abolished.

(a) Only for the purposes of intestate succession, the distinction between "ancestral estate" and "new acquisitions" in respect to real estate owned by an intestate is abolished

(b) The devolution of real estate and personal property which the intestate acquired by gift, devise, or descent from some ancestor shall be controlled by the same rules which apply to the devolution of real estate and personal property acquired by the intestate in any other manner

Practice Exercise #4

6-25-103 Library media services program

(a) A "library media services program" means a program of information and media services in schools delivered by a library media specialist whose job includes duties as

(1) An information specialist whose primary job function is to

(A) Provide resources available to patrons through a systematically developed collection within the school and through access to resources outside the school

(B) Provide assistance to patrons in identifying, locating, and interpreting information housed in and outside the library media center

(C) Provide learning opportunities related to new technologies, use, and production of a variety of media formats

(D) (i) Provide instruction in the use of the library media center

(ii) Elementary class sessions for a library media specialist shall be limited as provided under subdivision (b)(1) of this section

(2) An instructional consultant whose primary job function is to

(A) Participate in building district, department, and grade-level curriculum development and assessment projects

(B) Provide professional development in new and emerging technologies, use of appropriate technologies, incorporation of technology into the instructional program, and in the laws and policies pertaining to the use and communication of ideas and information, including copyright law

(C) Keep patrons informed of new acquisitions of software and hardware and instruct patrons in their optimal use

(3) A teacher of information and technology skills whose primary job function is to

(A) Provide assistance in the use of technology to access information and networks that will enhance access to resources

(B) Develop and implement a plan that ensures that skills are taught in a logical sequence for kindergarten through grade twelve (K-12)

(C) Provide expertise and instruction in the use of electronic retrieval systems such as electronic card catalogues and computer-generated bibliographies

(D) Provide instruction in the use of the library media center

(b) (1) No less than one-third (1/3) of the library media specialist's time shall be spent as an information specialist, allowing time for administrative tasks such as ordering books and materials, processing items for usage, planning finances and accountability, organizing, directing, and evaluating the library media program, and other management duties

(2) Class size shall be as set forth in the Standards for Accreditation of Arkansas Public Schools and School Districts