

MLA RESEARCH GUIDE



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MLA Formatting and Style Guide

Summary

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities.

Formatting Reminders

- Type your paper on a computer, and print it out on standard, white 8.5 x 11-inch paper. You should print out single-sided pages. (Do not print on both sides of the paper).
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). The font size should be 12 pt. The ink color should be black.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your teacher).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers ALL pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin.
- The heading should only be on the first page of your paper. Please refer to pages 3 and 4 of this packet to determine the information that should be included in your heading.
- Remember to include a title for your paper. Center the title on the first page, but do not bold it, italicize it, or underline it. Also, do not make the font for your title any bigger than the required 12 pt., Times New Roman font.
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.

PLEASE REFER TO PAGES 2-7 FOR SPECIFIC FORMATTING INSTRUCTIONS AND A SAMPLE PAPER.

SPECIFIC INSTRUCTIONS FOR FORMATTING THE FIRST PAGE

- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date (Day, Month, Year). Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as Morality Play; Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.

SPECIFIC INSTRUCTIONS FOR FOMATTING THE WORKS CITED

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations five spaces so that you create a hanging indent. Use the Tab key to indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.

SIMPLE STEPS FOR FORMATTING

No title page!!

Font:

Times New Roman
12 pt. font

Margin Layout:

1. Page Layout
2. Margins
3. Normal 1"

Double Spacing:

1. Page Layout
2. Paragraph
3. Make sure Before: and After: are set at 0.
4. Set line spacing to double.
5. Click ok.

Pagination (Inserting Headers):

1. Insert
2. Header
3. Blank
4. Home
5. Click on the right align symbol. It is located to the right of the center symbol.
6. Type in your last name only, and then highlight it. Change the font to Times New Roman. Then, put the cursor after the last letter in your last name, and hit the space bar one time. Do not put a page number.
7. Go back to Insert.
8. Page Number
9. Current Position
10. Plain Number
11. Header/Footer Tools
12. Close

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English II

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Medicine in Ancient Rome

The ancient Romans made numerous contributions to the world during the time of their empire. One of these important contributions included their discoveries in ancient medicine. Although many of their ideas came from the Greeks, the Romans added their own ideas and thoughts to ancient medicine as well. By developing their own ways to educate doctors, finding new drugs to use as pharmaceuticals, and acquiring knowledge from the work of Galen of Pergamum, the Romans were able to make a lasting impression on ancient medicine.

Becoming educated in medicine in ancient Rome could sometimes be a difficult task. The Greeks contributed many ideas to the world of ancient Roman medicine since "Rome had little original medical knowledge" (Bunson 271). Even though the Romans did not have much original medical knowledge, certain people were expected to know a little bit about medicine. The head of an ancient Roman household, for example, had to possess enough knowledge of medicine so he could treat his family members, slaves, and clients. Knowledge was passed along in families, and additional information came from herbalists and other pharmaceutical vendors (Kirby 400). Educating physicians was not a main concern in ancient Rome, as there was not set way on how to do so.

Small breakthroughs occurred, however, when it came to acquiring knowledge in the field of medicine, and these breakthroughs came from an unsuspecting class of people. A large number of slaves became available after Rome's conquest in the Mediterranean. Many of these

slaves had knowledge of medicine and practiced it for their Roman owners. However, this quickly gave most people the impression that physicians came from the lower class (Bunson 271). Even though slaves helped the ancient Romans advance in medicine, there was still no way to be formally educated on the subject. When it came to learning about medicine, an aspiring physician had to find a doctor willing to let him serve as a student (*Medicine of Ancient Rome*). If an aspiring student found a willing doctor, he would then have a long road ahead of him.

The following are important reminders concerning this sample paper:

1. The header must be included on every page of the paper.
2. The heading should only be included on the first page of the paper. (The heading includes the student's name, the teacher's name, the name of the class, and the date). The information in the heading must be included in this exact order, and notice that the date is written with the day first, then the month, then the year (with no punctuation anywhere).
3. The paper must include a title, and the title is simply written in the same 12 pt., Times New Roman font.
4. The introduction must include a clear thesis statement, and the thesis statement must be one sentence.
5. All body paragraphs should begin with a clear topic sentence, and this sentence should come from the writer's head.
6. You must always give credit to both quotes and paraphrases by using parenthetical citations.
7. You should include your own words throughout the entire paper as well.
8. You must introduce all quotes. You should never simply drop a quote into a paper.
9. All body paragraphs should end with a concluding sentence, and again, this sentence should come from the writer's head.
10. Remember, when you do not have an author for a website or other work, you use the title of the work in your parenthetical citation. Refer to your Works Cited page to determine whether the title of the work should be in quotation marks or italicized when you use it in your parenthetical citation.
11. Do not use page numbers for websites. You only use page numbers for print sources.

Rituals were carefully constructed in the ancient Roman religion, from their items to their process. It is known that religious scenes commonly depicted a jug, bowl, and knife used at ceremonies. Libation jugs, as well as bowls, were used to pour liquids, while knives were used to kill animals (James 52). A great amount of care went into these ritualistic processes. In her research, Moulton further explains the importance of these rituals:

Because rituals were believed to be the means of gaining favor of the gods, the ancient Romans were extremely concerned that religious rituals be carried out with the greatest care. They believed that even the smallest mistake ruined the entire ritual. If a priest missed a word in a prayer, the whole ritual, not just the prayer, had to be repeated from the beginning to the end, even if it lasted several days. (174)

These rituals were so carefully completed that even the sacrifice, an untidy procedure, was done with precision. Clearly, these rituals to their gods made the ancient Romans seem quite dedicated to their worship.

In the sample above, you will find a paragraph from a research paper that utilizes a double indented quote since the quote was longer than four lines typed (when it was typed regularly into the research paper). Please refer to this example if you must utilize a double indented quote in your paper.

REMINDERS

- A) All double indented quotes must be introduced with a colon, and you should have a complete sentence before the colon.
- B) The period goes before the parenthesis in this particular situation.

Works Cited

- Bunson, Matthew. "Medicine." *Encyclopedia of the Roman Empire*. 1994. Print.
- James, Simon. *Eyewitness Ancient Rome*. New York: DK Publishing, Inc., 2004. Print.
- Kirby, John. *World Eras*. Vol. 3. Michigan: Gale Group, 2001. Print.
- Medicine of Ancient Rome*. Rich East High School, 5 Mar. 2000. Web. 20 Nov. 2012.
- Moulton, Carroll, ed. *Ancient Greece and Rome*. Vol. 3. New York: Charles Scribner's Sons, 1998. Print.

AN ADDITIONAL WORKS CITED EXAMPLE CAN BE FOUND ON PAGE 50 OF THIS PACKET.

Narrowing a Topic

Once you have selected a topic that interests you, it is important to narrow down your topic to something you can cover thoroughly in the required length of your paper.

Use the following organizer to move your broad general topic to a more limited, narrower topic. A sample topic is provided for you to use as a guide.

Sample Topic		My Topic
Drug Abuse	Initial Topic	
Drug abuse among athletes	More Specific	
Drug abuse among Olympic athletes	Still More Specific	
Steroid abuse among Olympic athletes	Just Right	

Free writing Free write about what you already know about the topic.

Write down-as fast as you can-all of the thoughts, images, and ideas that occur to you.

The Thesis Statement

The **thesis statement** is a kind of summary or description of what your paper is about. Note the following characteristics of the thesis statement:

1. Each is a declarative statement, not a question.
2. Each states the writer's position or findings on the topic.
3. Each states the specific focus the paper will have.
4. Each suggests what the conclusion will say.
5. Each presumably reflects what the writer's notes provide.
6. None begins with "The purpose of this paper is..." nor states the purpose in any other way.
7. None is a statement of topic.
8. None includes multiple main clauses.

Compare the following research question with the thesis statement:

Question:

How did Steinbeck's depiction of the Great Depression in *The Grapes of Wrath* compare with historical and personal experiences?

Thesis:

While Steinbeck's depiction of the Great Depression bears historical accuracy, at least one family showed little similarity between its life and that of the Joads.

The Thesis Statement

Tips for Writing Your Thesis Statement:

1. Determine what kind of paper you are writing:
 - An **analytical** paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.
 - An **expository** (explanatory) paper explains something to the audience.
 - An **argumentative** paper makes a claim about a topic and justifies this claim with specific evidence. The claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

If you are writing a text which does not fall under these three categories (ex. a narrative), a thesis statement somewhere in the first paragraph could still be helpful to your reader.

2. Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.
3. The thesis statement usually appears at the end of the first paragraph of a paper.
4. Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.

Thesis Statement Examples

Example of an analytical thesis statement:

An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.

The paper that follows should:

- explain the analysis of the college admission process
- explain the challenge facing admissions counselors

Example of an expository (explanatory) thesis statement:

The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The paper that follows should:

- explain how students spend their time studying, attending class, and socializing with peers

Example of an argumentative thesis statement:

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:

- present an argument and give evidence to support the claim that students should pursue community projects before entering college

(10)

Developing Strong Thesis Statements

- **The thesis statement or main claim must be debatable**

An argumentative or persuasive piece of writing must begin with a debatable thesis or claim. In other words, the thesis must be a topic for which people could reasonably have differing opinions. If your thesis is something that is generally agreed upon or accepted as fact, then there is no reason to try to persuade people.

Example of a non-debatable thesis statement:

Pollution is bad for the environment.

Example of a debatable thesis statement:

At least twenty-five percent of the federal budget should be spent on limiting pollution.

Another example of a debatable thesis statement:

America's anti-pollution efforts should focus on privately owned cars.

- **The thesis needs to be narrow**

Although the scope of your paper might seem overwhelming at the start, generally the narrower the thesis the more effective your argument will be. Your thesis or claim must be supported by evidence. The broader your claim is, the more evidence you will need to convince readers that your position is right.

Example of a thesis that is too broad:

Drug use is detrimental to society.

There are several reasons this statement is too broad to argue.

1. First, what is included in the category "drugs"? Is the author talking about illegal drug use, recreational drug use (which might include alcohol and cigarettes), or all uses of medication in general?
2. Second, in what ways are drugs detrimental? Is drug use causing deaths (and is the author equating deaths from overdoses and deaths from drug related violence)? Is drug use changing the moral climate or causing the economy to decline? Finally, what does the author mean by "society"? Is the author referring only to America or to the global population? Does the author make any distinction between the effects on children and adults? There are just too many questions that the claim leaves open. The author could not cover all of the topics listed above, yet the generality of the claim leaves all of these possibilities open to debate.

Example of a narrow or focused thesis:

Illegal drug use is detrimental because it encourages gang violence.

In this example the topic of drugs has been narrowed down to illegal drugs and the detriment has been narrowed down to gang violence. This is a much more manageable topic.

Types of Claims

Claims typically fall into one of four categories. Thinking about how you want to approach your topic, in other words what type of claim you want to make, is one way to focus your thesis on one particular aspect of your broader topic.

Claims of fact or definition: These claims argue about what the definition of something is or whether something is a settled fact. Example:

- What some people refer to as global warming is actually nothing more than normal, long-term cycles of climate change.

Claims of cause and effect: These claims argue that one person, thing, or event caused another thing or event to occur. Example:

- The popularity of SUV's in America has caused pollution to increase.

Claims about value: These are claims made about what something is worth, whether we value it or not, how we would rate or categorize something. Example:

- Global warming is the most pressing challenge facing the world today.

Claims about solutions or policies: These are claims that argue for or against a certain solution or policy approach to a problem. Example:

- Instead of drilling for oil in Alaska, we should be focusing on ways to reduce oil consumption, such as researching renewable energy sources.

Which type of claim is right for your argument?

Which type of thesis or claim you use for your argument will depend on your position and knowledge on the topic, your audience, and the context of your paper. You might want to think about where you imagine your audience to be on this topic and pinpoint where you think the biggest difference in viewpoints might be. Even if you start with one type of claim, you probably will be using several within the paper. Regardless of the type of claim you choose to utilize, it is key to identify the controversy or debate you are addressing and to define your position early on in the paper!

Transition Words & Phrases

Using transitional words and phrases helps papers read more smoothly. They provide logical organization and understandability and improve the connections and transitions between thoughts

A coherent paper allows the reader to flow from the first supporting point to the last.

Transitions indicate relations, whether within a sentence, paragraph, or paper. This list illustrates "relationships" between ideas, followed by words and phrases that can connect them.

Addition: also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly

Consequence: accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore
Generalizing: as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

Exemplifying: chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as

Illustration: for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case

Emphasis above all, chiefly, with attention to, especially, particularly, singularly

Similarity: comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with

Exception: aside from, barring, besides, except, excepting, excluding, exclusive of, other than, outside of, save

Restatement: in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently

Contrast and Comparison: contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast

Sequence: at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind,

Summarizing: after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally

Diversion: by the way, incidentally
Direction: here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance

Source: <http://www.studygs.net/wrtstr6.htm>

VERB TENSE FOR ANALYSIS OF LITERATURE AND HISTORY

Writing about literature

1. Whether you are dealing with fiction, poetry, or nonfiction literature, use the present tense (also called the literary present tense) to discuss the actions and thoughts presented in the text. Do this because literature exists as a present phenomenon regardless of whether or not its author is alive. Here are some examples (the pertinent verbs are in bold type):

In his "Qualities of the Prince," Machiavelli **writes** that it **is** better for a prince to be armed, because "among the other bad effects it causes, being disarmed makes you despised" (38).

In her essay, "In Search of Our Mothers' Gardens," Alice Walker **discusses** the history of African American women and **describes** how "they dreamed dreams no one knew—not even themselves, in any coherent fashion—and saw visions no one could understand" as a result of the silence inflicted upon them by lack of education and prejudice (232).

2. Use past tense when writing about historical events, even those events involving the artists'/writers' actions in the past (pertinent verbs are in bold type):

Machiavelli **fell** out of favor when the Medici princes **returned** to power and **was imprisoned** on suspicion of crimes against the state.

Alice Walker's parents **were** sharecroppers in Eatonton, Georgia. She **participated** in the Civil Rights Movement and **published** novels, short stories, poetry, essays, and children's books.

3. Occasionally, you'll need to use both present and past tense when discussing the author's position and opinions in the text and the author as a historical figure. At these times, it's helpful to split the author into two personas, the authorial voice—the one writing the text—and the historical figure—who lived and (unless that author is a contemporary) died. If you need further help doing this, on early drafts of your essays you can refer to the authorial persona always as the "author" and use the author's name to refer to the historical person. During the revision process, you can then go back in and use the author's name occasionally to refer to the authorial persona so as to avoid repetitiveness. Note how this procedure is used in the following examples:

As "The Yellow Wallpaper" hints, Perkins associated her experience with Weir Mitchell's rest cure with the experience of her protagonist in "The Yellow Wallpaper." By juxtaposing the protagonist's loss of sanity to her acquiescence to her husband's admonitions that she stay quiet and not do any productive work, the **author** is able to explore her own past, one in which Perkins too, was subject to a rest cure, and in which Perkins came close to losing her sanity as fully as does her protagonist in the story.

Now, you can see the above without the labels discriminating authorial persona from historical person:

As "The Yellow Wallpaper" shows us, Perkins associated her experience with Weir Mitchell's rest cure with the experience of her protagonist in "The Yellow Wallpaper." By juxtaposing the protagonist's loss of sanity to her acquiescence to her husband's admonitions that she stay quiet and not do any productive work, Perkins is able to explore her own past, one in which **she** too, was subject to a rest cure, and in which **she** came close to losing her sanity as fully as does her protagonist in the story.

4. Sometimes, also, when writing about poetry and fiction, you'll not only have the poet to contend with as a historical or authorial figure, but also the speaker of the poem or the narrator of the story (verbs have been cast in bold type).

In his poem "Punishment," Seamus Heaney's speaker **begins reflecting** upon the body of the Windeby bog girl. The speaker is **viewing** the body either on display in a museum, or, like Heaney himself **did**, in archaeologist P.V. Glob's book, *The Bog People*. The Windeby bog girl **was killed**, possibly for committing adultery, during the days of the Roman historian Tacitus, who **lived** around the time of the girl's death, from approximately 50-150 A.D. As the speaker **describes** the girl's body and her horrific death, he **comes to admire** her, then to **admit** to a certain complicity with her killers, even though he actually **didn't participate** in her murder. The speaker **identifies** with the killers because he **stood**, as the poet Heaney himself **stood**, and **watched** in silence as the bog girl's "betraying sisters"—Irish women contemporary with the speaker and Heaney who **dared consort** with British soldiers and thus "**betrayed**" their Irish compatriots—**were bound, stripped, and tied** to the railing and then "**cauled with tar**" in front of a condemning Irish public.

B. Writing about history

1. Again, use past tense to relate a historical fact. In writing about history, since you are not talking about a writer's or historical figure's timeless literary intent, but about things she/he said or did in a real time or place, you use the past tense (verbs have been cast in bold type).

Although Lodge once **had supported** a post-war league, he **reversed** himself after Wilson **linked** such a plan to the concept of "peace without victory."

This principle applies to thoughts as well as actions:

Many progressives, who **thought** well of Wilson's dream of a new world order, **drew back** in revulsion when the terms of the treaty **were published**.

2. In general, use the present tense for giving opinions current among historians today. You will find the historical present of particular help when writing book reviews, for example (verbs have been cast in bold type).

Link **contends** that Wilson's critics **have minimized** the difficulties he **faced**.

3. Finally, it's probably better to convey your historical statements in sentences that discuss directly the actions of historical actors, not the content of the sources (verbs have been cast in bold type). So, instead of saying, "Document 7 **shows** Voltaire's contempt for priests," you might say instead, "Voltaire **held** priests in utter contempt (Doc. 7)."

Punctuating Titles: When to Use *Italics*, Underlining, and "Quotation Marks."

It's easy for students to forget that different types of titles require different typographical features. It is even harder to remember which type of title requires which type of punctuation. Despair not! If you remember these two handy rules, you can keep the difference straight:

- 1) Short works and parts of long works are usually in quotation marks.
- 2) Long works and collections of short works are usually put in italics (or underlined when submitting publication work to editors).

"Short Works" & "Sections of Longer Works"

Long Works & Collection of Short Works

- | | |
|--|--|
| 1) "Title of a Short Poem."
Ex: "The Raven." | <i>Title of an Epic Poem or Book-Length Poem</i>
Ex: <i>The Odyssey</i> |
| 2) "Title of a Short Story."
Ex: "Young Goodman Brown" | <i>Title of a Novel</i>
Ex: <i>The Scarlet Letter</i> |
| 3) "Title of an Essay"
Ex: "The Fiction of Langston Hughes" | <i>Title of a Collection or Anthology of Essays</i>
Ex: <i>Modern Writers and Their Readers</i> |
| 4) "Title of a Short Song"
"Money Talks" | <i>Title of a CD, Cassette, or Album</i>
Ex: <i>The Razor's Edge</i> , by AC/DC.
Also: <i>Title of a Ballet or Opera</i>
Ex: <i>The Nutcracker Suite</i> or <i>Die Fledermaus</i>
Also: <i>Title of Long Classical or Instrumental Compositions Identified by Name, Rather than Number.</i>
Ex: Wagner's <i>The Flight of the Valkyries</i> |
| 5) "Title of a Skit or Monologue"
Ex: "Madman's Lament" | <i>Title of a Play</i>
Ex: <i>The Importance of Being Ernest</i> |
| 6) "Short Commercial"
"Obey Your Thirst." | <i>Title of a Film</i>
Ex: <i>Star Wars Episode II: Attack of the Clones</i> |
| 7) Title of "Individual Episode" in a
Television Series.
"Sawyer's Past" | <i>Title of a Television Series as a Whole</i>
Ex: <i>The Lost</i>
Ex: <i>Everybody Loves Raymond</i> |
| 8) "Title of a Chapter in a Book"
Ex: "Welsh Mountains" | <i>Title of a Complete Book</i>
Ex: <i>A Guide to Welsh Geography</i> |
| 9) "Encyclopedia Article"
Ex: "Etruscan" | <i>Title of Encyclopedia</i>
Ex: <i>Encyclopedia Britannica</i> |
| 10) "Title of an Article in a Magazine"
Ex: "Training Your Toddler" | <i>Title of the Magazine.</i>
Ex: <i>Parenting</i> |
| 11) "Title of an Article in a Newspaper"
Ex: "Man Kills Seven in Subway" | <i>Title of the Newspaper</i>
Ex: <i>The New York Times</i> |
| 12) "One or Two Page Handout"
Ex: "Old English Verbs: A One Page Guide" | <i>Pamphlet</i>
Ex: <i>The Coming Kingdom of God and the Millennium.</i> |

A Few Final Notes:

- In past editions of MLA, *underlining* a title and *italicizing* it were considered synonymous. That is no longer the case, and the current edition of MLA favors italics. If you submit articles for publication, some proofreaders and copy editors prefer underlining to italics. The arrival of word-processing has made italics fairly easy to make, and many people think they look classier than underlining.
- Traditional religious works that are foundational to a religious group or culture are capitalized, but not italicized or underlined. For instance, note the Torah, the Bible, the Koran, the Book of Mormon, and the Vedas [no italics or quotation marks].
- Visual artwork, including paintings, sculptures, drawings, mixed media, and whatnot, is italicized, never put in quotation marks. Thus, Van Gogh's *Starry Night* and Rodin's *The Thinker* both have italics.
- The one exception to this policy is the title of your own unpublished student essay at the top of the first page. You do not need to underline your own title or put it in quotation marks.

Capitalization of Titles

Normally, most words in a title are capitalized. The most common rule is that all "important" words should be capitalized, which I think isn't helpful as a criterion. In actual practice, MLA requires the first and last word in the title is capitalized, along with every noun and every verb, every adjective, and every adverb. MLA typically does not capitalize prepositions and articles; however, outside of MLA requirements, many other guidelines call for capitalizing every word that is more than three letters long. Another common rule of thumb is to capitalize the first and last words of the title, and then capitalize everything else except for prepositions and articles. Sometimes, especially in short titles, every single word might optionally be capitalized.

Examples:

The Planet of the Apes [The words "of" and "the" are not capitalized.]

The Land that Time Forgot

"Why Not Me?" [Since title is so short, all the words are capitalized.]

"Losing My Religion" [Since title is so short, all the words are capitalized.]

You can refer to how the author or book capitalizes the title to double-check how the author did it. When in complete doubt, just capitalize every word; it is better to capitalize too many words than too few in a title.

Capitalizing words does not mean putting each letter in capital print, only the first letter. Do not indicate titles by putting them in all capitals, like DRACULA. Instead, write *Dracula*. Note that these guidelines reflect Modern Language Association (MLA) format for English students. Scientific articles follow different conventions in American Psychological Association (APA) format.

Evaluating Credibility of Information Sources

As you gather sources for your research paper, you may discover that not all of these sources will be useful to you. Evaluating sources is an important step in your research. Use the following questions to help you in your evaluation.

Is the work written at an appropriate level?

Some books or articles may be written for lower grades, while other sources may be too advanced or detailed. It's always a good idea to give each potential source a quick scan to see if it is written at the right level.

Is the source authoritative? Does it come highly recommended?

An authoritative source provides accurate, well-researched information. If you are using a book with a dust jacket, check to see what reviewers think of the work. You might also ask teachers or librarians for their opinions of the work. If you are using sources from the Internet, you should check to make sure that a reputable author or organization has provided the material.

Is the source unbiased?

An unbiased source is one whose author lacks a special interest that would make his or her work unreliable. Many people write material to promote their personal political or religious views. Such information is likely to be inaccurate or distorted in favor of the writer's opinion.

Is it necessary for the source to be up-to-date?

If you are researching a topic in modern science or technology, you will need the most up-to-date sources, as new discoveries in these fields quickly make old information obsolete. However, if you are writing a history paper, you may want to look for "primary sources." Primary sources are materials such as diaries and letters that were written during a particular historical period. "Secondary sources" are materials written by historians about a historical period.

Plagiarism

Plagiarism is the presentation of another writer's ideas or words as if they were your own, without acknowledging the source. Most students understand what plagiarism is and do their very best to avoid it. Even so, once you have researched your topic, it may be difficult to make the distinction between your own voice and the voices of those you've consulted. That's why a thorough knowledge of plagiarism is important.

The Problem with Plagiarism

Plagiarism and other forms of "intellectual currency" theft are receiving increased legal scrutiny with the advent of the Internet and other computer networks. Continuing disputes between China and the United States over copyright infringement indicate the seriousness of the subject.

While you may not think 'borrowing' a phrase or two from an author for your research paper is on a par with pirating millions of dollars' worth of rock albums, the principle is the same. The author's work belongs to the author, and taking it without permission or acknowledgement is stealing. An author may feel just as strongly about his or her intellectual property as you do about your stereo. Think of how you might feel if someone passed off your work as his or her own. Below are some rules to help you avoid plagiarizing.

Guidelines for Avoiding Plagiarism.

WHAT TO DO

- Indicate clearly when you use anything from another writer's work even if only a phrase or single key word, by using quotation marks.
- When summarizing or paraphrasing, distinguish clearly where the ideas of others end and your own comments begin.
- When using a writer's idea, credit the author by name and also cite the work in which you found the idea.
- Provide a new citation when using additional information from a previously cited work.
- Err on the side of caution by giving credit whenever you suspect you are using information, other than general knowledge, from a source.

WHAT NOT TO DO

- Do not use facts, details, or ideas from a source without indicating in some way that you are doing so.
- Do not confuse your own ideas with others' ideas discovered during your research. Even if your idea resembles another writer's, you must credit that writer and the work in which the idea is shared.

Examples of Plagiarism

This brief passage below is taken from pages 72 of the book *Norman Mailer* by Philip Buřithis (Ungar, 1978). Examples of how the passage might be plagiarized follow below.

To any reader who accepts the terms of Mailer's vision, this book generates intoxicating hope, for Rojack is a pioneer of the spirit: his explorations give us a felt sense of expanding possibilities for the self Mailer has defined character in this novel as an endless series of second chances. His hero is trying to do what the classic American heroes of James Fenimore Cooper and Herman Melville tried to do before him—get away from the enfeeblements of civilization, the crush of history.

Copying Word for Word Without Quotation Marks or Acknowledging the Author or the Source

To any reader who accepts the terms of Mailer's vision, this book generates intoxicating hope, for Rojack is a pioneer of the spirit: his explorations give us a felt sense of expanding possibilities for the self. Mailer has defined character in this novel as an endless series of second chances.

Use of Some Key Words or Phrases Without Quotation Marks or Acknowledging the Author or the Source

An American Dream may be seen as an optimistic book, for Rojack is a pioneer of the spirit. He is an example of character defined as an endless series of second chances.

NOTE: Whether many or only a few key words and phrases are copied, they should be in quotation marks, with a source and author cited.

Paraphrasing, Giving No Author or Source Credit

Rojack falls in the line of other classic American heroes created by James Fenimore Cooper and Herman Melville in his ardent individualism and his desire to escape the debilitating confines of society and accumulated weight of history.

Using an Author's Idea Without Crediting the Author or the Source

Rojack can be viewed as another Ahab or Deerslayer in his willingness to push the limits of his spiritual potential in the face of an inherently hostile universe. He struggles to redefine himself, in spite of the risk of self-destruction.

Quoting, Paraphrasing, and Summarizing

There are three ways of incorporating other writers' work into your own writing. You will want to carefully blend source material you find through your research with your own writing. Make sure that your own voice is heard.

Quotations must be identical to the original source. Quote only words, phrases, lines, and passages that are particularly interesting or unusual and keep all quotations as brief as possible. Changes must not be made in the spelling, capitalization, or punctuation of the quote. You must attribute all quotes to the original author. Avoid over quoting. Weaving quotes into your own writing will ensure that your voice is heard.

Paraphrasing involves putting a passage -^phrase by phrase- from your source into your own words. Your paraphrase should be of equal or shorter length than the original passage. Remember: a paraphrase is a complete rewriting, not just a rearrangement of the words. A paraphrase must also be attributed to the original source.

Summarizing involves putting the main idea(s) of a passage into your own words. Summaries are significantly shorter than the original because they are limited to only the main ideas. You must be careful not to change or distort the meaning of the original work. Again, it is necessary to attribute summarized ideas to the original source.

Some Important Reminders:

- Never leave a quote or paraphrase by itself— you must introduce it, explain it, and show how it relates to your thesis.
- You need not always reproduce complete sentences. Sometimes you may want to quote just a word or phrase as part of your sentence.
- A colon usually precedes quoted material if it is formally introduced. Otherwise, a comma precedes a quotation if it is integrated into your sentence.
- If a quotation runs to more than four lines in your paper, set it off from your text by beginning a new line, indenting one inch from the left margin and typing it double-spaced, without adding quotation marks. "
- If you find the same information in three or more different sources you can conclude that this information is "common knowledge."
- **Common knowledge** information does not require documentation. If you are not sure whether particular information is common knowledge, give credit to your source with a citation!
- **Direct quotations** should be used selectively; the majority of your paper should be-written in your own words.

Paraphrasing and Summarizing

Paraphrasing and summarizing are two ways to incorporate material written by someone else into your writing. You might choose to interpret the source's words as you take notes, or at any later stage of writing, but remember to give credit for the ideas to the original source.

To paraphrase, restate a passage in your own words. Your paraphrase should be about the same length as the original. To summarize, reduce the passage to its most important ideas, using your own words. A summary should be about one-third the length of, the original. Study the examples below.

Original Source

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promise that all men ... would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. —Martin Luther King, Jr., from "I Have a Dream"

Paraphrase

When the nation's founders wrote -the powerful statements in the Constitution and the Declaration of Independence, they guaranteed certain rights to all Americans, including those of future generations. These rights were those of life, liberty, and the freedom to go after ones dreams. Today, however, it is clear that the country has failed to fulfill this guarantee for people of color.

Summary

The nation's founders guaranteed that the rights of life and freedom would be protected for all Americans forever. However, this guarantee has not been fulfilled for people of color.

Note Card Format

After you have developed your thesis statement and working outline you are ready to take notes. Below are some general guidelines for writing note cards. Be sure to follow any specific instructions from your teacher.

- Use lined 3"x 5" or 4"x 6" index cards.
- Write on only one side of the card.
- Limit each card to one sub-topic from your working outline.

The diagram shows a rectangular note card with several sections and numbered arrows pointing to them:

- 1**: Points to the top-left corner of the card.
- 2**: Points to the main body of the card, which contains the following text:

Notes written here should be expressed in your own words. If you quote directly you must use quotation marks. The written material should not exceed the space on the card. Enter one single fact or thought you'd like to include in your paper.
- 3**: Points to the top-right corner of the card.
- 4**: Points to the bottom-right corner of the card.
- 5**: Points to the bottom-left corner of the card.

Additional labels on the card:

- Heading (Subtopic from outline)**: Located at the top of the card.
- 8**: Located at the top-right of the card.
- 19**: Located at the bottom-right of the card.
- (Author 324)**: Located at the bottom-right of the card.
- Use this space for an optional comment.**: Located at the bottom of the card.

1. Slug Line

This is a heading of a sub-topic taken from your working outline. It serves as a title for your card so that

- You do not have to re-read all of your cards
- You can arrange your cards by topic, not by numbers

2. Body of Card

Put only one idea on a card.

Be sure to include the author's name and the page number at the bottom right in parenthesis.

3. Source Designation

Assign a letter to each source from your Works-Cited Information Sheet or source cards and put the corresponding letter here for the purpose of identifying a parenthetical citation.

4. Note Card Number

After all notes have been taken, order your cards to coincide with your outline and number each card.

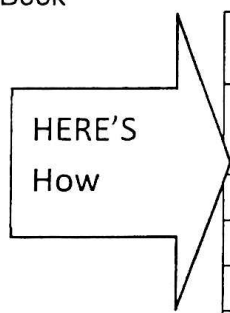
5. Additional Comments

GUIDELINES FOR SOURCE CARDS

1. **Assign each source a number.** Later, when you're taking notes, it will save time to write a number instead of the author and title.
2. **Record full publishing information.** Record everything you might need: subtitles, translators, and volume and edition numbers. It's better to have-too much than to be missing information for your Works Cited list and have to backtrack. (For examples of the types of information you will need, see the sample Works Cited • entries on pages 442-446.)
3. **Note the call number or location.** This information will help you relocate the source quickly if you need to.

Sample Source Cards

Book

		5
	Hurston, Zora Neale, <u>Mules and Men</u> . Philadelphia; Lippincott, 1935.	
	School Library	
	398.3	
	Hur	

CD-ROM

	5
Hurston, Zora Neale, <u>Mules and Men</u> . Philadelphia; Lippincott, 1935.	
School Library	
398.3	
Hur	

Direct Quotations. Resist the urge to quote too much. Quote an author directly only when you want to be sure of technical accuracy or when the author's words are especially interesting or well phrased. Copy the statement exactly (including punctuation, capitalization, and spelling) and enclose it in quotation marks.

Summaries and Paraphrases. In most of your notes, you will record the author's ideas and facts *in your own words*. A **summary** is highly condensed—typically one fourth to one third the length of the original. A **paraphrase** is a restatement in your own words that allows for more detail.

Whether you summarize or paraphrase, you must use your own words and sentence structure. Try setting the passage aside and writing ideas from memory. Also, use lists and phrases—not complete sentences. (See pages 1050-1056 for information on more formal uses of summaries and paraphrases.)

SAMPLE NOTE CARD

HERE'S
How

Early use of folk tales

5

Arna Bontemps (a black writer and Hurston's friend)

says many of folktales In Mules and Men were part

of Hurston's storytelling before anthropology at Barnard.

Some-early short stories confirm his memory of hearing

the tales when she first came to NY.

pp. 166-67

Using an Outline

Outlining is a good way to organize information for your writing and also to take notes on what you read. Examine the structure of the outline shown below.

Dangers of Typhoid Fever Thesis statement:

Typhoid fever is a serious illness that one infected person can easily spread.

I. General characteristics of typhoid fever (Key idea)

- A. Caused by Salmonella typhi bacteria (Subpoint of I)
- B. More serious than salmonella, botulism, or listeria

II. Course of the disease

A. Symptoms

- 1. Headache, cough, nosebleeds, diarrhea, constipation, fever (Details about A)
- 2. Rash on torso follows a week later

B. Treatment

- 1. Antibiotics
- 2. Possible quarantine

Correct Outline Form Follow these steps in outlining.

1. Write the title at the top of the outline. Include a thesis statement if you have written one.
2. Arrange key ideas, subpoints, and details as shown.
3. Indent the divisions of the outline as shown.
4. Do not use a single subheading. Subdivide a heading only if it can be divided into at least two points.
For example, if there is a 7 under A, there must be a 2.
5. Use the same grammatical form for items of the same rank. For example, if A is a noun, B must also be a noun.
6. Capitalize the first letter of each item, but do not use periods to end phrases.

Inquiry and Research

Basic In-Text Citation Rules

In MLA style, referring to the works of others in your text is done by using what is known as parenthetical citation. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

In-Text Citations: Author-Page Style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

In-text Citations for Print Sources with Known Author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

In-text Citations for Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (e.g. articles) or italicize it if it's a longer work (e.g. plays, books, television shows, entire websites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental

change . . . " ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation, which corresponds to the full name of the article, which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *GLOBAL WARMING: Early Signs*. 1999. Web. 23 Mar. 2009.

Citing Authors with Same Last Names

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Citing a Work by Multiple Authors

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, use the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by et al. or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Or

Legal experts counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (Jones et al. 4).

Or

Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Citing Multivolume Works

If you cite from different volumes of a multivolume work, always include the volume number followed by a colon. Put a space after the colon; then provide the page number(s). (If you only cite from one volume, provide only the page number in parentheses.)

... as Quintilian wrote in *Institutio Oratoria* (1: 14-17).

Citing Indirect Sources

Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Note that, in most cases, a responsible researcher will attempt to find the original source, rather than citing an indirect source.

Citing Non-Print or Sources from the Internet

Sometimes writers are confused with how to craft parenthetical citations for electronic sources because of the absence of page numbers, but often, these sorts of entries do not require any sort of parenthetical citation at all. For electronic and Internet sources, follow the following guidelines:

- Include in the text the first item that appears in the Work Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name)
- You do not need to give paragraph numbers or page numbers based on your Web browser's print preview function.
- Unless you must list the website name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.

When a Citation Is Not Needed

Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations or common knowledge.

Formatting Short Quotations

YOU MUST INTRODUCE ALL QUOTES!!! YOU SHOULD NEVER SIMPLY "DROP" A QUOTE INTO YOUR PAPER!!!

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text. For example:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

Mark breaks in short quotations of verse with a slash, /, at the end of each line of verse: (a space should precede and follow the slash)

Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

Formatting Long Quotations

For quotations that extend to more than four lines of verse or prose: place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented **one inch** from the left margin; maintain double-spacing. Only indent the first line of the quotation by a half inch if you are citing multiple paragraphs. Your parenthetical citation should come **after** the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.) For example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

When citing long sections of poetry, keep formatting as close to the original as possible:

In his poem "My Papa's Waltz," Theodore Roethke explores his childhood with his father:

The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.
We Romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself. (qtd. in Shrodes, Finestone, Shugrue 202)

REMEMBER THAT YOU CAN REFER BACK TO PAGE 6 OF THIS PACKET TO FIND ANOTHER EXAMPLE OF A LONG QUOTE INCORPORATED INTO A SAMPLE RESEARCH PAPER!

Adding or Omitting Words in Quotations

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (. . .) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

MLA Style for the List of Works Cited

Books and Other Nonperiodical Publications

Book with One Author

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

Book with More Than One Author

The first given name appears in last name, first name format; subsequent author names appear in first name, last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

If there are more than three authors, you may choose to list only the first author followed by the phrase et al. (Latin for "and others") in place of the subsequent authors' names, or you may list all the authors in the order in which their names appear on the title page. (Note that there is a period after "al" in "et al." Also note that there is never a period after the "et" in "et al.")

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.

or

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.

Two or More Books by the Same Author

List works alphabetically by title. (Remember to ignore articles like A, An, and The.) Provide the author's name in last name, first name format for the first entry only. For each subsequent entry by the same author, use three hyphens and a period.

Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997. Print.

---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993. Print.

Book by a Corporate Author or Organization

A corporate author may include a commission, a committee, or a group that does not identify individual members on the title page. List the names of corporate authors in the place where an author's name typically appears at the beginning of the entry.

American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

Book with No Author

List by title of the book. Incorporate these entries alphabetically just as you would with works that include an author name. For example, the following entry might appear between entries of works written by Dean, Shaun and Forsythe, Jonathan.

Encyclopedia of Indiana. New York: Somerset, 1993. Print.

Remember that for an in-text (parenthetical) citation of a book with no author, provide the name of the work in the signal phrase and the page number in parentheses. You may also use a shortened version of the title of the book accompanied by the page number.

An Edition of a Book

There are two types of editions in book publishing: a book that has been published more than once in different editions and a book that is prepared by someone other than the author (typically an editor).

A Subsequent Edition

Cite the book as you normally would, but add the number of the edition after the title.

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed. New York: Pearson/Longman, 2004. Print.

A Work Prepared by an Editor

Cite the book as you normally would, but add the editor after the title.

Bronte, Charlotte. *Jane Eyre*. Ed. Margaret Smith. Oxford: Oxford UP, 1998. Print.

Anthology or Collection (e.g. Collection of Essays)

To cite the entire anthology or collection, list by editor(s) followed by a comma and "ed." or, for multiple editors, "eds" (for edited by). This sort of entry is somewhat rare. If you are citing a particular piece within an anthology or collection (more common), see A Work in an Anthology, Reference, or Collection below.

Hill, Charles A., and Marguerite Helmers, eds. *Defining Visual Rhetorics*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. Print.

Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns Hopkins UP, 1997. Print.

A Work in an Anthology, Reference, or Collection

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form for this sort of citation is as follows:

Last name, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

Some examples:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and The 'Real World.'" *The Education of a Graphic Designer*. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

Poem or Short Story Examples:

Burns, Robert. "Red, Red Rose." *100 Best-Loved Poems*. Ed. Philip Smith. New York: Dover, 1995.

26. Print.

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*. Ed. Tobias

Wolff. New York: Vintage, 1994. 306-07. Print.

If the specific literary work is part of the author's own collection (all of the works have the same author), then there will be no editor to reference:

Whitman, Walt. "I Sing the Body Electric." *Selected Poems*. New York: Dover, 1991. 12-19. Print.

Carter, Angela. "The Tiger's Bride." *Burning Your Boats: The Collected Stories*. New York:

Penguin, 1995. 154-69. Print.

A Multivolume Work

When citing only one volume of a multivolume work, include the volume number after the work's title, or after the work's editor or translator.

Smith, Tom. *Institutio Oratoria*. Vol. 2. Cambridge: Loeb-Harvard UP, 1980. Print.

When citing more than one volume of a multivolume work, cite the total number of volumes in the work. Also, be sure in your in-text citation to provide both the volume number and page number(s).

Smith, Tom. *Institutio Oratoria*. 4 vols. Cambridge: Loeb-Harvard UP, 1980. Print.

If the volume you are using has its own title, cite the book without referring to the other volumes as if it were an independent publication.

Churchill, Winston S. *The Age of Revolution*. New York: Dodd, 1957. Print.

Article in a Reference Book (e.g. Encyclopedias, Dictionaries)

For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any other work in a collection, but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.

"Ideology." *The American Heritage Dictionary*. 3rd ed. 1997. Print.

An Introduction, Preface, Foreword, or Afterword

When citing an introduction, a preface, a forward, or an afterword, write the name of the author(s) of the piece you are citing. Then give the name of the part being cited, which should not be italicized or enclosed in quotation marks.

Farrell, Thomas B. Introduction. *Norms of Rhetorical Culture*. By Farrell. New Haven: Yale UP, 1993. 1-13. Print.

If the writer of the piece is different from the author of the complete work, then write the full name of the principal work's author after the word "By." For example, if you were to cite Hugh Dalziel Duncan's introduction of Kenneth Burke's book *Permanence and Change*, you would write the entry as follows:

Duncan, Hugh Dalziel. Introduction. *Permanence and Change: An Anatomy of Purpose*. By Kenneth Burke. 1935. 3rd ed. Berkeley: U of California P, 1984. xiii-xliv. Print.

Other Print/Book Sources

Certain book sources are handled in a special way by MLA style.

The Bible

Give the name of the specific edition you are using, any editor(s) associated with it, followed by the publication information. Remember that your in-text (parenthetical citation) should include the name of the specific edition of the Bible, followed by an abbreviation of the book, the chapter and verse(s).

The New Jerusalem Bible. Ed. Susan Jones. New York: Doubleday, 1985. Print.

A Government Publication

Cite the author of the publication if the author is identified. Otherwise, start with the name of the national government, followed by the agency (including any subdivisions or agencies) that serves as the organizational author. For congressional documents, be sure to include the number of the Congress and the session when the hearing was held or resolution passed. US government documents are typically published by the Government Printing Office, which MLA abbreviates as GPO.

United States. Cong. Senate. Committee on Energy and Natural Resources. *Hearing on the Geopolitics of Oil*. 110th Cong., 1st sess. Washington: GPO, 2007. Print.

United States. Government Accountability Office. *Climate Change: EPA and DOE Should Do More to Encourage Progress Under Two Voluntary Programs*. Washington: GPO, 2006. Print.

A Pamphlet

Cite the title and publication information for the pamphlet just as you would a book without an author. Pamphlets and promotional materials commonly feature corporate authors (commissions, committees, or other groups that does not provide individual group member names). If the pamphlet you are citing has no author, cite as directed below. If your pamphlet has an author or a corporate author, put the name of the author (last name, first name format) or corporate author in the place where the author's name typically appears at the beginning of the entry.

Women's Health: Problems of the Digestive System. Washington: American College of Obstetricians and Gynecologists, 2006. Print.

Periodicals

Article in a Magazine

Cite by listing the article's author, putting the title of the article in quotations marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Buchman, Dana. "A Special Education." *Good Housekeeping* Mar. 2006: 143-48. Print.

Article in a Newspaper

Cite a newspaper article as you would a magazine article, but note the different pagination in a newspaper. If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g., 17 May 1987, late ed.).

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.

Krugman, Andrew. "Fear of Eating." *New York Times* 21 May 2007 late ed.: A1. Print.

If the newspaper is a less well-known or local publication, include the city name and state in brackets after the title of the newspaper.

Behre, Robert. "Presidential Hopefuls Get Final Crack at Core of S.C. Democrats." *Post and Courier* [Charleston, SC] 29 Apr. 2007: A11. Print.

Trembacki, Paul. "Brees Hopes to Win Heisman for Team." *Purdue Exponent* [West Lafayette, IN] 5 Dec. 2000: 20. Print.

A Review

To cite a review, include the title of the review (if available), then the abbreviation "Rev. of" for Review of and provide the title of the work (in italics for books, plays, and films; in quotation marks for articles, poems, and short stories). Finally, provide performance and/or publication information.

Review Author. "Title of Review (if there is one)." Rev. of Performance Title, by

Author/Director/Artist. *Title of Periodical* day month year: page. Medium of publication.

Seitz, Matt Zoller. "Life in the Sprawling Suburbs, If You Can Really Call It Living." Rev. of

Radiant City, dir. Gary Burns and Jim Brown. *New York Times* 30 May 2007 late ed.: E1. Print.

Weiller, K. H. Rev. of *Sport, Rhetoric, and Gender: Historical Perspectives and Media*

Representations, ed. Linda K. Fuller. *Choice* Apr. 2007: 1377. Print.

An Editorial & Letter to the Editor

Cite as you would any article in a periodical, but include the designators "Editorial" or "Letter" to identify the type of work it is.

"Of Mines and Men." Editorial. *Wall Street Journal* east. ed. 24 Oct. 2003: A14. Print.

Hamer, John. Letter. *American Journalism Review* Dec. 2006/Jan. 2007: 7. Print.

Anonymous Articles

Cite the article title first, and finish the citation as you would any other for that kind of periodical.

"Business: Global Warming's Boom Town; Tourism in Greenland." *The Economist* 26 May 2007:

82. Print.

"Aging; Women Expect to Care for Aging Parents but Seldom Prepare." *Women's Health Weekly* 10

May 2007: 18. Print.

An Article in a Scholarly Journal

In previous years, MLA required that researchers determine whether or not a scholarly journal employed continuous pagination (page numbers began at page one in the first issue of the years and page numbers took up where they left off in subsequent ones) or non-continuous pagination (page numbers begin at page one in every subsequent issue) in order to determine whether or not to include issue numbers in bibliographic entries. *The MLA Handbook for Writers of Research Papers* 7th edition (2009) eliminates this step. Always provide issue numbers, when available.

Author(s). "Title of Article." *Title of Journal* Volume.Issue (Year): pages. Medium of publication.

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

Duvall, John N. "The (Super)Marketplace of Images: Television as Unmediated Mediation in DeLillo's *White Noise*." *Arizona Quarterly* 50.3 (1994): 127-53. Print.

Electronic Sources

Important Note on the Use of URLs in MLA

MLA no longer requires the use of URLs in MLA citations. Because Web addresses are not static (i.e. they change often) and because documents sometimes appear in multiple places on the Web (e.g. on multiple databases), MLA explains that most readers can find electronic sources via title or author searches in Internet Search Engines.

NOTE

If publishing information is unavailable for entries that require publication information such as publisher (or sponsor) names and publishing dates, MLA requires the use of special abbreviations to indicate that this information is not available. Use *n.p.* to indicate that neither a publisher nor a sponsor name has been provided. Use *n.d.* when the Web page does not provide a publication date.

When an entry requires that you provide a page but no pages are provided in the source (as in the case of an online-only scholarly journal or a work that appears in an online-only anthology), use the abbreviation *n. pag.*

Basic Style for Citations of Electronic Sources (Including Online Databases)

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names [e.g. .com or .net].)
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Date you accessed the material.

Citing an Entire Web Site

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site.

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

"How to Make Vegetarian Chili." *eHow.com*. eHow, n.d. Web. 24 Feb. 2009.

An Article in a Web Magazine

Provide the author name, article name in quotation marks, title of the Web magazine in italics, publisher name, publication date, medium of publication, and the date of access. Remember to use *n.p.* if no publisher name is available and *n.d.* if not publishing date is given.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009.

An Article in an Online Scholarly Journal

For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.

Article in an Online-only Scholarly Journal

MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, use the abbreviation *n. pag.* to denote that there is no pagination for the publication.

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions."

Social Work and Society: The International Online-Only Journal 6.2 (2008): n. pag. Web. 20 May 2009.

Article in an Online Scholarly Journal That Also Appears in Print

Cite articles in online scholarly journals that also appear in print as you would a scholarly journal in print, including the page range of the article. Provide the medium of publication that you used (in this case, *Web*) and the date of access.

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin

Weapons Convention." *Emerging Infectious Diseases* 6.6 (2000): 595-600. Web. 8 Feb. 2009.

E-mail (including E-mail Interviews)

Give the author of the message, followed by the subject line in quotation marks. State to whom to message was sent, the date the message was sent, and the medium of publication.

Kunka, Andrew. "Re: Modernist Literature." Message to the author. 15 Nov. 2000. E-mail.

Neyhart, David. "Re: Online Tutoring." Message to Joe Barbato. 1 Dec. 2000. E-mail.

An Article from an Online Database (or Other Electronic Subscription Service)

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services just as you would print sources. Since these articles usually come from periodicals, be sure to consult the appropriate sections of the Works Cited: Periodicals page, which you can access via its link at the bottom of this page. In addition to this information, provide the title of the database italicized, the medium of publication, and the date of access.

Note: Previous editions of the MLA Style Manual required information about the subscribing institution (name and location). This information is no longer required by MLA.

Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science* 29 Apr. 2005: 642-44. *Science Online*. Web. 5 Mar. 2009.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal* 50.1 (2007): 173-96. *ProQuest*. Web. 27 May 2009.

A Listserv, Discussion Group, or Blog Posting

Cite Web postings as you would a standard Web entry. Provide the author of the work, the title of the posting in quotation marks, the Web site name in italics, the publisher, and the posting date. Follow with the medium of publication and the date of access. Include screen names as author names when author name is not known. If both names are known, place the author's name in brackets. Remember if the publisher of the site is unknown, use the abbreviation *n.p.*

Editor, screen name, author, or compiler name (if available). "Posting Title." *Name of Site*. Version number (if available). Name of institution/organization affiliated with the site (sponsor or publisher). Medium of publication. Date of access.

Salmar1515 [Sal Hernandez]. "Re: Best Strategy: Fenced Pastures vs. Max Number of Rooms?" *BoardGameGeek*. BoardGameGeek, 29 Sept. 2008. Web. 5 Apr. 2009.

Other Common Sources

An Interview

Interviews typically fall into two categories: print or broadcast published and unpublished (personal) interviews, although interviews may also appear in other, similar formats such as in email format or as a Web document.

Personal Interviews

Personal interviews refer to those interviews that you conduct yourself. List the interview by the name of the interviewee. Include the descriptor Personal interview and the date of the interview.

Purdue, Pete. Personal interview. 1 Dec. 2000.

Films or Movies

List films (in theaters or not yet on DVD or video) by their title. Include the name of the director, the film studio or distributor, and the release year. If relevant, list performer names after the director's name. Use the abbreviation *perf.* to head the list. List film as the medium of publication. To cite a DVD or other video recording, see "Recorded Films and Movies" below.

The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.

To emphasize specific performers (*perf.*) or directors (*dir.*), begin the citation with the name of the desired performer or director, followed by the appropriate abbreviation.

Lucas, George, dir. *Star Wars Episode IV: A New Hope*. Twentieth Century Fox, 1977. Film.

Broadcast Television or Radio Program

Begin with the title of the episode in quotation marks. Provide the name of the series or program in *italics*. Also include the network name, call letters of the station followed by the city, and the date of broadcast. End with the publication medium (e.g. *Television, Radio*). For television episodes on Videocassette or DVD refer to the "Recorded Television Episodes" section below.

"The Blessing Way." *The X-Files*. Fox. WXIA, Atlanta. 19 Jul. 1998. Television.

WORKS CITED

According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text.

Basic Rules

- For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, or DVD.
- Writers are no longer required to provide URLs for Web entries.
- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.
- Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

Listing Author Names

Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth

Levy, David M.

Wallace, David Foster

Do not list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr.," with the suffix following the first or middle name and a comma.

More than One Work by an Author

If you have cited more than one work by a particular author, order the entries alphabetically by title, and use three hyphens in place of the author's name for every entry after the first:

Burke, Kenneth. *A Grammar of Motives*. [...]

---. *A Rhetoric of Motives*. [...]

When an author or collection editor appears both as the sole author of a text and as the first author of a group, list solo-author entries first:

Heller, Steven, ed. *The Education of an E-Designer*. Heller, Steven and Karen Pomeroy. *Design Literacy: Understanding Graphic Design*.

Work with No Known Author

Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper. In this case, Boring Postcards USA has no known author:

Baudrillard, Jean. *Simulacra and Simulations*. [...]

Boring Postcards USA. [...]

Burke, Kenneth. *A Rhetoric of Motives*. [...]

Works Cited

- "Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.
- Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.
- Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May 2009.
- Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *Rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.
- GlobalWarming.org*. Cooler Heads Coalition, 2007. Web. 24 May 2009.
- Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.
- An Inconvenient Truth*. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.
- Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. New York: Springer, 2005. Print.
- Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.
- Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review* 96.2 (2006): 31-34. Print.
- . "Global Warming Economics." *Science* 9 Nov. 2001: 1283-84. *Science Online*. Web. 24 May 2009.

Interviewing

Interviewing is a good way to gather information and quotations you can use in your writing. The guidelines below can help you prepare for and conduct a successful interview.

Planning for an interview

- Contact the person you want to interview; arrange a time and place to meet or set a time to talk on the telephone.
- Investigate the person's background and field of expertise. Decide on a focus for the interview.
- Make a list of open-ended questions that require more than a yes or no answer.
- Gather the supplies you'll need, such as paper, pencil, and possibly a tape recorder.

Conducting an Interview

- Pay close attention and take accurate notes. Make sure the person you are interviewing does most of the talking.
- Ask permission if you want to tape-record the interview or to quote the person in your writing.
- Be flexible. Use your prepared material, but ask follow-up questions to clarify information or pursue interesting points.
- Review your notes while the interview is fresh in your mind. Rewrite anything that is unclear.
- Thank the person you interview, and consider sending him or her a copy of your finished piece.

Choosing a Person to Interview If you were gathering information for each of the writing topics below, whom might you interview?

1. recycling policies in your community
2. the hazards of construction work
3. how to write haiku

Writing Interview Questions For each topic above, create two open-ended interview questions. Inquiry and Research

Interview Log

Career of Person Interviewed: _____

Name of Person Interviewed: _____

Job Title: _____

Date of Interview: _____ Start Time: _____ End Time: _____

Circle Type of Interview: *Personal* or *Telephone*
:

Questions	Answers
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

The information found in this research guide was taken from The Purdue Online Writing Lab.

Citation

The Purdue OWL. Purdue U Writing Lab, 2010. Web. 22 Sept. 2010.