

MLA Guidebook & Writing Manual



Produced for the students and faculty of
District 117
by the English Departments of
Antioch Community High School and Lakes Community High School

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Why you should pay attention:

This guidebook is designed to help you, the writer, display the careful results of research and hard work so you can feel confident in your writing. It will offer procedures for formatting your essay, for citing your sources, and for creating a strong paragraph. It will also offer researching tips and organizational patterns. Knowing how to find facts and organize them in a logical manner will always prove an asset to you. Consider this guidebook as a tool for success in your researching and formal essay writing.

1. Plagiarism

Plagiarism is the act of taking ideas, writing, etc. from another and passing them off as one's own. If you borrow phrases, sentences, or paragraphs of material from books or magazines and do not put quotations marks around the material and cite the source, you are plagiarizing. Citing the wrong source or making up your source is also considered plagiarism.

What you need to cite:

1. Quotations
2. Paraphrases/summaries
3. Ideas gleaned from a source
4. Facts not widely known
5. Graphs/tables/statistics
6. Visuals
7. Experiments by others
8. Interviews not part of a survey
9. Organization patterns/structures from a source
10. Help/advice from an instructor or another student

What you do not need to cite:

1. Your own words, observations, surveys, etc.
2. Common knowledge
3. Facts available in many sources
4. Visuals created by you

A paper that is plagiarized will receive an automatic zero and students may receive further disciplinary consequences.

2. Academic Integrity Policy

Students, teachers, and administrators work together to establish and maintain an academic environment that is fair to all students. Students are expected to maintain academic integrity and to refrain from academic misconduct or from aiding others in academic misconduct. Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Academic misconduct is subject to the disciplinary action defined by Community High School District 117.

To help students achieve their maximum academic potential, the staff will promote an environment which fosters integrity and honorable conduct. Teachers will review the district policy and procedures regarding academic integrity and will incorporate instruction regarding the need for and value of academic integrity in their lessons. Whenever students have a question about this procedure or any procedure, they should ask their teachers. Study or homework collaboration is not considered academic dishonesty unless prohibited or limited by the teacher. Teachers shall guide students in understanding when collaborative efforts are not appropriate.

Definitions of Academic Misconduct/Dishonesty/Altering School Records include but are not limited to:

- ***Cheating***: any attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning. Cheating includes aiding other students in cheating, such as permitting another student to copy the student's homework, paper, project, laboratory report, take-home examination, the use of translation devices or programs, etc. for which credit is given.
- ***Plagiarism***: presenting as one's own the ideas or work of another; failing to cite with quotation marks the written words or symbols of another author; failing to footnote the author and sources of materials used in a composition; failing to cite research materials in a bibliography; failing to name a person quoted in an oral report; failing to cite an author whose works are paraphrased or summarized; presenting another person's creative work or ideas as one's own in essays, poems, music, art, computer programs or other projects; and copying or paraphrasing ideas from literary criticism or study aids without documentation. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source constitutes plagiarism.
- ***Furnishing False Information***: writing an exam or term paper for another student; soliciting another person to take an exam or write a paper for one's own class; submitting the same work in more than one course when doing so is prohibited; or representing oneself as another person.
- ***Creating an Improper Disadvantage***: removing, defacing, hiding or deliberately withholding library books or other materials or contaminating a laboratory; using unauthorized notes or devices.
- ***Theft/Damage of Intellectual Property***: sabotaging or stealing another person's assignment, book, paper, notes, experiment, or project; improperly accessing or electronically interfering via computer or other means with the property of another person; altering a teacher's records.
- ***Selling or Distributing Materials***: selling or distributing course notes, handouts, readers or other information provided by a teacher without the teacher's permission.
- ***Collusion***: the act of forming a secret agreement for fraudulent or illegal purposes.

First offense

In general, consequences for a first offense may include, but not be limited to, the following:

- The student receives no credit for the assignment.
- The offense is recorded in School Master.
- Parents are contacted.
- Administrators, like the deans, department chairs, or team leaders, are notified.

Additional or more serious offenses

Additional or more serious incidents of academic dishonesty or plagiarism shall be dealt with more severely.

Consequences for any offense beyond the first or a more serious initial offense may include:

- meeting with the parent(s); and
- possible suspension
- withdrawn failing from class.

In addition, one or more of the following consequences may be considered:

- no public recognition of the student at academic honors function;
- no scholarship money granted to the student by local scholarship organizations
- staff members can consult records of academic integrity violations prior the writing letters of recommendations for students.

All incidents of academic dishonesty are cumulative during the student's attendance at Community High School District 117. All academic dishonesty interventions are cross curricular, meaning one intervention in

science, followed by another intervention in English will position the student at the second occurrence according to the academic dishonesty policy.

Teachers will notify administrators of any case of academic dishonesty. Administrators, including deans, department chairs, and team leaders, will determine how offenses after the first one will be handled.

3. Where To Begin

- A. Gathering information-** In preparing the documented paper it is necessary to collect accurate information.
1. This can be done by:
 - a. photocopying pages from sources for later analysis
 - b. printing a hard copy of information accessed by computer
 - c. taking notes from the source.
 2. For each photocopied, printed page or note:
 - a. record all of the information necessary for the final works cited page on your working source list
 - b. write the number that you give the source on it so you can match the source to the information on your working source list.
- B. Where to find Sources-** Both print and non print sources are available to you, and you will want to take advantage of both depending on your topic.
1. Places to look for information include:
 - a. People
 - b. Institutions
 - c. Organizations
 - d. The government
 - e. the library or media center
 - f. bookstores
 - g. on-line information services
 - h. reference works
 - i. videotapes
 - j. T.V. or radio programs
 - k. computer software
 - l. CD-ROMS
 - m. audio/visual material
 - n. Internet sites.
 2. Before deciding to use a source as support for your thesis, you must evaluate its reliability by checking whether it is:
 - a. authoritative
 - b. unbiased
 - c. current
- C. Creating a working source list -** As you do your research for your paper, you must keep track of the sources that you consult.
1. Each time you gather information for your paper that you think you may use in the final draft, record all the necessary information needed to complete a work cited entry.
 2. Keep the information on all your sources on one list in an organized manner for easy use when you begin to write the paper.
 3. Give each source a number on the list.

4. Formatting The Essay

A. The Title Page

1. Center the title 1/3 of the way down the page.
2. Center author information 2/3 of the way down the page (author's name, teacher's name, class title, and complete date in this format: 12 November 2008), double-spaced.

<p style="text-align: center;">Prejudice in <i>To Kill a Mockingbird</i></p> <p style="text-align: center;">Martha Thompson</p> <p style="text-align: center;">Ms. Ingram</p> <p style="text-align: center;">English I Honors</p> <p style="text-align: center;">12 November 2008</p>

B. The Outline (inserted immediately after the title page)- see page 9 for example

1. Entries are typed and double-spaced.
2. The title of the paper is centered at the top. The word "outline" is not necessary.
3. The thesis statement is listed between the title and the outline.
4. All elements of the outline should be complete sentences unless the teacher has specified a topic outline.

C. The Essay

1. Spacing, margins, and fonts
 - a. All essays are double-spaced and typed on 8 ½" x 11" paper
 - b. On the first page (left margin), type your complete name, teacher's name, title of class, and complete date in this form: 12 November 2008.
 - c. Title is centered one line (double-spaced) beneath heading (not bolded, underlined, or italicized).
 - d. The first line of each paragraph should be indented approximately ½ inch.
 - e. Quoted material of 4 lines or more is indented from the left margin 1 inch.
 - f. Use a non-decorative font that is easy to read. Check with your teacher regarding specific preference.
2. Name and page numbers
 - a. Using the header function on your word processor, type your last name and page number in the upper right corner (½ inch from top) of each page.
 - b. Page numbers appear on each page beginning with the first page of the essay. Do not number the title page or outline.
 - c. Number the paper and the Works Cited page continuously, using Arabic numerals (1, 2, 3, and so on). Do not precede the number with the word *Page* or any abbreviation such as *p.*, *pp.*, or *pg.*

One-inch margins
all around

Thompson 1

Martha Thompson
Ms. Ingram
English I Honors
12 November 2008

*Prejudice in *To Kill a Mockingbird**

This demonstrates how the first page of your essay should look. Your essay should follow the guidelines presented in this handbook.

You can see how each paragraph begins indented and the entire page is double-spaced. The header and headings are in proper position and the title does not have extra lines between the heading and the essay itself.

The header includes the writer's last name and the page number (use the insert function on your word processor to achieve this) without using abbreviations like *p.*, *pg.*, or *pp.* On the next page, the header should say "Thompson 2" but the heading will not be repeated.

double-spaced throughout

D. The Works Cited Page

1. Type Works Cited centered at the top of the page (not bolded, underlined, or italicized).
2. References are listed alphabetically.
3. The first line of each entry starts at the left margin.
4. The second and all succeeding lines are indented ½ inch (or one tab).
5. Entries are double-spaced with no extra spacing between each entry.

Thompson 6

Works Cited

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Famous First Facts. London: Bantam, 1975. Print.

Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979. Print.

---, eds. *The Norton Anthology of Literature by Women: The Tradition in English*. New York: Norton, 1985. Print.

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---. *The Scarlet Letter*. New York: Random, 1965. Print.

Jones, Sam. "Re: Question about *The Scarlet Letter*." Message to author. 10 May 2006. E-mail.

Salwen, Peter. *Peter Salwen's Mark Twain Page*. 5 May 1997. Web. 10 Dec. 1998.

Wellek, Rene, and Austin Warren. *Theory of Literature*. New York: Harcourt, 1949. Print.

Zwick, Jim. "Mark Twain Was All Business Writing 'Connecticut Yankee.'" *Hartford Courrier* Aug. 2002, statewide ed.: G7. *ProQuest*. Web. 8 Oct. 2002.

5. Writing The Essay

A. Basic Rules for Formal Writing

1. Write in present tense.
2. Write in third person (no I, we, us, you, etc.)
3. Do not use contractions like “shouldn’t” or “can’t.”
4. Do not use abbreviations.
5. Spell out numbers one through ten. Use numerals for 11 and over.
6. Avoid language that is vague or informal.

B. The Thesis Statement- The thesis is the statement that gives direction and focus to your essay. It states the argument that you are going to support and prove. The thesis sentence should be direct, specific, and will often indicate the organizational pattern of the essay. The thesis statement usually is at the end of the introduction paragraph.

1. How to form a thesis statement
 - a. Choose a specific topic (*ex. School uniforms*)
 - b. Give an opinion (*ex. should be adopted at all public schools*)
2. How to indicate organizational pattern in a thesis statement
 - a. Choose your main points (*eliminate social pressures, minimize school disciplinary issues, improve student concentration*)
 - b. Write the main points into the end of your thesis statement (*School uniforms should be adopted at all public schools because they eliminate social pressures on students, they minimize school disciplinary issues, and they improve student concentration.*)

C. The Outline- Two common forms of outlines are topic outlines and sentence outlines.

1. In a topic outline, entries consist of phrases or clauses which sketch out the ideas to be presented in the paper.
2. In a sentence outline, complete sentences make up the list, some of which will appear word for word within the finished paper. Students should use whichever type of outline a teacher requires for a given paper.

Sample sentence outline

Prejudice in *To Kill a Mockingbird*

Thesis: The way the people in Maycomb County are raised forces them to be prejudiced.

- I. The traditions of social status in Maycomb are some of the major causes of prejudice.
 - A. Four separate social classes exist.
 - a. Highest are the fine folk.
 - b. Next are the common folk.
 - c. Then come the poor whites.
 - d. Finally, the blacks come last.
 - B. Atticus loses his social status when he defends Tom Robinson, a black.
- II. Family influences also play a major role in causing prejudice.
 - A. Children learn at an early age whom they are supposed to associate with.
 - B. Atticus teaches his children not to be prejudiced.

Sample topic outline

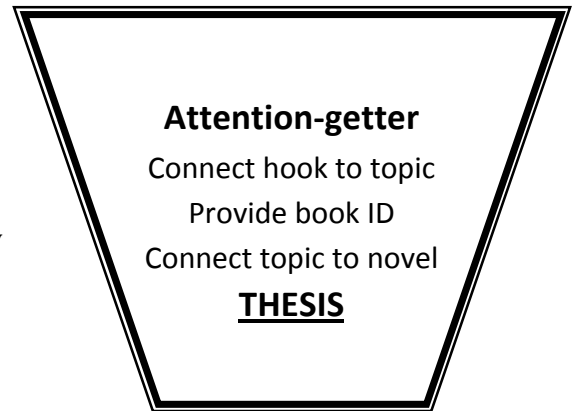
Prejudice in *To Kill a Mockingbird*

Thesis: The way the people in Maycomb County are raised forces them to be prejudiced.

- I. Social status in Maycomb as a cause of prejudice
 - A. Four separate social classes
 1. fine folk
 2. common folk
 3. poor whites
 4. blacks
 - B. Atticus loses social status
 - C. Dolphus Raymond has a low social status
- II. Family influences causing prejudice
 - A. Children learn early
 - B. Atticus's children
 - C. Bob Ewell's children
- III. Racial background causing prejudiced behavior

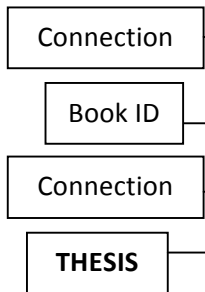
D. The Introduction Paragraph- use the funnel format- start broad then narrow your focus down to the thesis

1. Attention getter (hook)
2. Connect hook to topic
3. Book ID (name of novel and author) *note: only when writing literary analysis essays
4. Connect topic to novel
5. Thesis



Hook

Example:



*When people think of their heroes, they often think of comic book figures, action characters, or even stars from movies. Yet seldom will they think of the aloof and introverted neighbor down the street as someone capable of valiantly defending the city against attack. Yet this very situation occurs in Something Wicked This Way Comes by Ray Bradbury. Charles Halloway is, by nature, a timid and fearful man. With the arrival of Cooger and Dark's Pandemonium Shadow Show, however, Charles learns that he can become the hero who protects his family and city from a certain destruction. **As a result of the carnival's evil presence, Charles Halloway develops a confidence he originally lacked.***

E. The Body Paragraph

1. **Topic sentence-** this sentence clearly states the main point you are going to discuss and how it connects to your thesis. Everything written in your paragraph should be focused on proving this point.

Example- THESIS: As a result of the carnival's evil presence, Charles Halloway develops a **confidence** he originally lacked.

TS 1: Charles Halloway's newfound confidence allows him to build a relationship with his son.



TS 2: The confidence Charles Halloway acquires causes him to defeat the carnival single-handedly.



2. **Supporting details**- provide examples (subpoints) that support/prove your main point.

Example- *He was able to confront the evil Dust Witch who was holding his son captive under her spell.*

3. **Blended quote**- provide a quote to confirm your supporting detail. Blend the quote into your own sentence to make it “flow”. Be sure to include the parenthetical citation.

Example- *Charles took hold of the gun and “aimed it right at the Dust Witch” (Bradbury 29).*

4. **Analysis**- explain what the quote you provided means and how it proves the thesis. This section should be the largest part of your paragraph.

Example- *Because of his developing self-assurance, Charles is able to face the carnival’s headmaster without fear. He even draws a small smile on the bullet intended for the Dust Witch, knowing that would cause more destruction than the shot itself. Charles can now stand up to the evil forces with pride, dignity, and self-respect.*

5. **Concluding Sentence**- this sentence summarizes the main point of the paragraph and gives it a sense of completion.

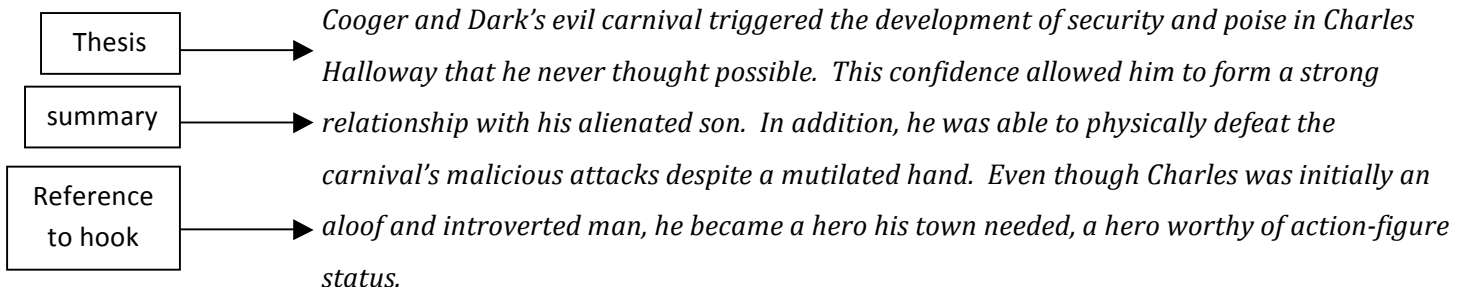
Example- *Charles’s growing self-confidence triggers the destruction of the evil carnival.*

***Note:** steps 2-4 may be repeated with further subpoints

F. The Conclusion Paragraph

1. Restate thesis
2. Summarize main points
3. Connect back to hook from introduction

Example:



G. Transitions- Transitions are imperative between paragraphs and within paragraphs to explain the relationships between the ideas in your essay. They take your reader from one thought to the next.

1. To add information: *and, also, besides, further, furthermore, in addition, moreover, next, too, first, second, another, as well, finally, likewise, additionally, again, along with*
2. To show time: *about, after, afterward, as soon as, before, during, finally, first, immediately, later, meanwhile, next, now, second, soon, then, till, today, tomorrow, yesterday, until, since, when, while*
3. To give examples: *for example, for instance, to illustrate, in fact, specifically*
4. To compare: *also, in the same manner, similarly, likewise, like*
5. To contrast: *although, but, even though, however, still, yet, on the other hand, otherwise, in contrast, nevertheless, on the contrary*
6. To show location: *above, across, against, along, among, around, away from, behind, below, beneath, beside, between, beyond, by, down, in back of, in front of, inside, into, near, off, on top of, onto, outside, over, throughout, to the right, under, nearby, close*
7. To emphasize a point: *in fact, especially, truly, to repeat, to emphasize, for this reason*
8. To clarify: *that is, in other words, for instance, put another way*
9. To indicate logical relationship: *if, so, therefore, consequently, thus, as a result, for this reason, because, since*

6. MLA Documentation

Parenthetical Documentation- The method of documentation most widely used today is called parenthetical documentation. This method has largely replaced documentation using end notes or footnotes.

What must be documented? You must accurately cite the source of any information that is included in your essay that you learn from your research. Directly quoted, paraphrased, and summarized ideas must be attributed to their sources. Even if you did not reproduce exact words or figures, you must indicate the source of the idea that you are including in your essay. You must cite the source of direct quotes, paraphrased ideas, or summarized material from your research. In other words, you will cite any information you include in your paper that you learn during the course of your research. You do not need to cite common knowledge or accepted facts.

Form of citations: To acknowledge a source using the parenthetical documentation method, enclose a brief note in parentheses. The note, which is called a **parenthetical citation**, usually consists of an author's name and a page number. There is a space before the parenthetical citation. The following pages have detailed guidelines.

Parenthetical example:

The Grapes of Wrath is an historical novel, "a summation of national experience at a given time" (Levant 93).

The process of placing the citation into your text is called **citing a source**. A parenthetical citation contains just enough information to help the reader locate the source in the list of **Works Cited** at the end of the paper. For example, the Works Cited page for the parenthetical citation above is

Works Cited Example:

Levant, Howard. *The Novels of John Steinbeck: A Critical Study*. University of Missouri, 1974. Print.

The list of Works Cited consists of bibliography entries which give all of the information about the sources cited in the essay. You will compile this list from your source list and include only those that you actually cite in the final paper.

Be sure to **include citations in your rough draft** as you are writing the paper. It is almost impossible to go back later and figure out where a source comes from and what source should be cited. Accurate citation of sources is critical. **Citing the wrong source or making up sources is as serious a problem as plagiarizing an author's ideas.**

The parenthetical citation always comes at the **end** of the idea you are giving credit to, not at the beginning. You may be citing one sentence, a whole paragraph, or even two or three paragraphs. There will be no difference in the citation itself. The reader will know what it refers to because of the way your paper reads.

PARENTHETICAL CITATION FORM

Basic citation

Place the citation at the end of the sentence that contains the material being documented. The citation should appear after the text of the sentence but before the end mark. Do not include a comma between the author's name and page number.

Example:

The Oklahoma migrants found "not a Promised Land but a Man-blighted Eden" (Crocket 195).

Citation of a long quotation

If you are directly quoting material of four or more typed lines, set off the material by indenting the left margin an additional inch and do not use quotation marks. Note that in this case, the parentheses appears *after* the punctuation that ends the quoted material. Space twice before the citation.

Example:

While not all critics agree, one feels that:

In addition to causing tragedy for others, Crane's characters who are motivated by a desire to appear heroic to their peers may also cause themselves serious trouble. Collins, in "A Mystery of Heroism," for example, almost causes his own death because of his vain desire to act bravely in front of his fellow soldiers. (Hall 16)

Basic citation with author's name in text

If you use a source by one author and give credit to that author by name within your paper, you need only give the page number in the parentheses.

Example:

It may be true, as Robertson maintains, that “in the appreciation of Medieval art the attitude of the observer is of primary importance . . .” (136).

Special Punctuation for Quotes

Brackets: When you add information to a quote, put brackets ([like these]) around this added information.

Ellipsis: Use an ellipsis to indicate that you have omitted words that were in the original quote. An ellipsis is a series of three periods with a space after each period.

Quoting Poetry: If you quote a line of poetry, blend the quote into your sentences. If you quote more than one line, indent each line one inch from the left margin and double-space the quote.

Citation of multiple works by the same author

If you are citing more than one work by the same author, include a short title in the parentheses. When abbreviating a title, drop small opening words like *a*, *an*, or *the*; and reduce the overall length to one to four words.

Example:

Within 50 years the Inca and Aztec civilizations were defeated and overthrown by outside invaders (Thomas, *Lost Cultures* 198).

If the title and the author appear in the text, then only the page number is needed.

Example:

According to Thomas in *The Lost Cultures*, within fifty years, the Inca and Aztec civilizations were defeated and overthrown by outside invaders (198).

Citation of a work by multiple authors

If you are citing a work by two or three authors, use all last names and page number.

Example:

“Very little is now known about how dolphins and whales communicate” (Akmajian, Demers, and Harnis 36).

If you are citing a work by more than three authors, give the last name of the first author followed by *et al.* (meaning *and others*) and the page number.

Example:

“Scientists are still debating whether the higher apes can be taught to create sentences in sign language” (Kim et al. 427).

Citation of a work that has no author’s name listed

If you are citing a work that has no author given, use an abbreviated or shortened version of the work’s title and the page number. Make sure that the first word in your abbreviated version of the title is the word by which the work is alphabetized in the list of Works Cited. The example comes from an anonymous work called “Some Factual Errors in Steinbeck’s Portrayal of Oklahoma and Oklahomans.”

Example

One contributor wrote that the novel contained “a number of factual errors” (“Some Factual Errors” 647).

Citation of a work available in various editions

If you are citing a literary work commonly available in different editions, include information that will allow the reader to find the quotation in any edition. For novels, include chapter numbers. For short stories or essays, include paragraph numbers (Donne, “Meditation 17” 300; par. 7). For plays divided into acts and scenes, give the act number and the scene number separated by a period. Omit the page number(s). If the play is well-known classic, then the author’s name can be omitted as well: (*Macbeth* 5.5).

Example:

One character in Steinbeck’s novel points out that: “Everybody says words different. Arkansas folks says ‘em different, and Oklahomy folks says ‘em different. And we seen a lady from Massachusetts, an’ she said ‘em differentest of all” (*Grapes* 173; ch. 13).

Citation of a multi-volume work

If you are citing material from a reference work, give the name, the volume number, a colon, and the page number.

Example:

Today, specialists in language often use the term *grammar* to refer to any aspect of language that can be described systematically (Lyons 2: 378).

Citation of a quotation appearing in a source (indirect source)

If the material you are citing contains a quoted passage from another source, indicate the use of the quotation in the parentheses.

Example:

According to George Orwell, “Good writing is like a window-pane” (qtd. in Murray 142).

Citation of a quotation from a personal interview

If you are citing ideas from a personal interview, give the name of the interviewed person in parentheses.

Example:

“Most teachers put in two to three hours at home each night grading papers or preparing for the next day’s classes” (Schmitt).

Citation of a source with no page numbers (Web page, etc.)

If the material you are citing does not have page numbers (an interview, a piece of computer software, a web page, or a recording for example), give the name of the author or interviewee. If there is no name, give a title or a shortened version of the title.

Example:

The migrants didn’t have the necessary money, or “Do-Re-Me,” to live decently (Guthrie).

Citation of more than one page

If the material you are citing comes from more than one page, use a hyphen to separate the numbers unless the pages are nonconsecutive. When citing numbers, give the complete form of the second number for numbers through 99: 1-2, 12-13, 35-36. When citing larger numbers, give only the last two digits of the second number unless more numbers are required for clarity’s sake: 99-102, 117-18, 223-24, 1201-02, 1201-303. If the pages are not contiguous, use a comma to separate the pages: 1, 9.

Example:

French points out that “*The Grapes of Wrath* has been applauded throughout the world since its publication” (*Companion* 147-48).

Citation of a verse (plays and poems)

Cite plays and poems first by the author, then by divisions (act, scene, canto, book, part) and lines; use periods to separate each part (if the quoted piece does not contain one of the divisions, simply skip it). Keep formatting as close to the original as possible.

Play Example:

In Shakespeare's *Romeo and Juliet*, Juliet wonders why Romeo had to be born into the Montague family:

O Romeo, Romeo, wherefore art thou Romeo?

Deny this father and refuse thy name:

Or if thou wilt not, be but sworn my love,

And I'll no longer be a Capulet. (Shakespeare II.ii.33-36)

Poem Example:

The speaker in Robert Frost's poem "The Road Not Taken" is faced with a hard decision in the first stanza:

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth (Frost 1-5)

**See the Purdue University Writing Center website (<http://owl.english.purdue.edu>) for more information on citations.

Works Cited Forms (list may not include all citation formats. Other forms may be found at <http://owl.english.purdue.edu>)

1. General Rules:

1. Observe correct punctuation; end each note with a period.
2. The place of publication is the place closest to you; the date is the most recent date.
3. If the author of a work is unknown, the entry begins with the title.
4. Alphabetize entries according to the first word of the entry, *i.e.* author's last name (or the title, excluding *a, an, the*).
5. Use a hanging indent, as illustrated below. The second and following lines are indented.
6. Use shortened forms of publishers' names: Holt for Holt, Rinehart and Winston; Harper for Harper & Row; "UP" for "university press," and so forth. Also, omit business descriptions, such as "Inc.," "Co.," "Press," or "House."
7. When certain items do not apply or are not available, skip those and go on to the next item.

Books & Pamphlets:

General Form:

Author's Last Name, First Name. *Title of Book*. Place of Publication: Publishing Company, Year. Medium of Publication.

Examples

Book with one author:

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Random, 1965. Print.

Book with two or three authors:

Wellek, Rene, and Austin Warren. *Theory of Literature*. New York: Harcourt, 1949. Print.

Book with more than three authors

Guerin, Wilfred L., et al. *A Handbook of Critical Approaches to Literature*. New York: Harper, 1979. Print.

A single work from an anthology:

Frye, Northrup. "Hawthorne's Colors." *Twentieth Century*. Ed. Clifton Fadiman. New York: Grolier, 1952. 201-216. Print.

No author given:

Telemarketers. Moravia, NY: Chronicle Guidance Publications, 2001. Print.

Editor in place of an author:

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

Encyclopedia Article:

General Form:

Author's Last Name, First Name. "Title of Entry." *Title of Encyclopedia*. Edition number.
Edition date. Medium of Publication.

Example

Langlotz, Ernat. "Greek Art." *Encyclopedia of World Art*. 4th ed. 1963. Print.

Multivolume Work:

General Form:

Editor's Last Name, First Name, ed. *Title of Multivolume Work*. Number of volumes. Place of
Publication: Publishing Company, Date. Medium of Publication.

Example

Roberts, Sheila, ed. *World Literature Written in English*. 25 vols. Detroit: Gale, 1988. Print.

Magazines:

General Rules:

1. No punctuation between the title of the magazine and the date; a colon comes after the date and before the page numbers.
2. For weekly magazines the date is given in the following order: day month year. The month is abbreviated. (4 Aug. 07:)
3. For magazines published every month or every two months, give the month(s) and year. Do not give the volume and issue numbers even if they are listed.
4. The page number is given without using "p." or "pp."

General Form:

Author's Last Name, First Name. "Title of Article." *Title of Magazine* Date: pages. Medium of
Publication.

Example:

Baker, Carlos. "Hemingway's Code Hero." *English Studies* June 1963: 106-08. Print.

Newspaper Article:

General Form:

Author's Last Name, First Name. "Title of Article." *Title of Newspaper* Date: section number page numbers. Medium of Publication.

Examples

Smith, Bill. "Hemingway Today." *The Waukegan News-Sun* 7 Nov. 1977: A8. Print.

Tucker, Cynthia. "Education Stays on Top of Southerners' Agenda." *Atlanta Constitution* 21 Mar. 1987: A19-20. Print.

A lecture, speech, or address

General Form:

Speaker's last name, First name. "Title (if available)." *Name of the Meeting and Organization Sponsoring the Event*. Location, Date. Descriptor of Type of Address.

Example

Samuels, Robin. "Marketing Techniques." *LYI Corporation*. Minneapolis, MN. 4 Mar. 2007. Lecture.

Published Interview

General Form for Magazine:

Interviewee's Last Name, First Name. "Title of Interview." Name of Interviewers (if available). *Title of Magazine* Date: Page numbers. Medium of Publication.

Examples

Lansbury, Angela. "Off-Camera: Conversations with the Makers of Prime-Time Television." Interview with Richard Levinson and William Link. *Time* 21 Aug. 1986: 72-86. Print.

Personal Interview

General Form:

Interviewee's Last Name, First Name. Interview Type. Date.

- *Note: for "Interview Type," indicate whether it's a "Personal Interview," a "Telephone Interview," etc.*

Examples

Schmitt, Suzanne. Personal interview. 14 Feb. 1998.

E-mail

General Form:

Sender's Last Name, First Name. "Subject line of message." To whom the message was sent. Date.
Medium of Publication.

Example

Samuels, Robin. "Effects on children without parents.." Early Childhood Educator. Message to the author. 10 Apr. 1998. E-mail.

Image from a Website:

General Form:

Name of the Artist or Username. "Title of the Work." Medium of the Work. *Name of Site*. Name of Sponsor or Publisher, Date of Resource Creation. Medium of Publication. Date of Access.

Example:

brandychloe. "Great Horned Owl Family." Photograph. *Webshots*. American Greetings, 22 May 2006. Web. 5 Nov. 2009.

Recording:**General Form:**

Name of Group or Singer's last name, First name. "Title of Song." *Title of Album*. Record Company, Date.
Medium.

Example:

Counting Crows. "Time and Time Again." *August and Everything After*. Geffen, 1993. CD.

Film/Video:**General Form:**

Title of the Film. Dir. Director's name. Perf. Names of the lead actors. Distributor, year of release.
Medium (film, DVD, VHS).

Example:

Gladiator. Dir. Ridley Scott. Perf. Russell Crowe, Joaquin Phoenix, Richard Harris, Djimon Hounsou.
Universal Studios, 2000. Film.

World Wide Web Citations**General Form for World Wide Web Citations:**

Author's Last Name, First Name. "Article Title." *Title of the Site*. Publisher or Site Host, Date of
publication or last update. Medium of Publication. Date of Access.

Example of Internet Article:

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.

Internet Database Sources

Database sources are usually originally printed in newspapers or magazines and then transferred to a database to make them more accessible to researchers. This means that there is a “print version” available (because the article was originally *printed* in a newspaper or magazine). As a result, you must first cite the source as a newspaper or magazine, then add the database information.

General Form for Database Article from a Magazine/Journal:

Author’s Last Name, First Name. “Title of Article.” *Title of Magazine* Date: pages.
Magazine Title Date of Publication: pages. *Title of the Database*. Medium of
Publication. Date of Access.

Example of Database Article (Magazine/Journal):

Green, Elizabeth. “Grade School Goes Green.” *U.S. News and World Report* 7 May 2007: 50-53. *ProQuest*.
Web. 18 June 2008.

General Form for Database Article from Newspaper:

Writer’s Last Name, First Name. “Title of Article.” *Title of Newspaper* Date, section
number: page numbers. *Database Title*. Medium of Publication. Date of Access.

Example of Database Article (Newspaper):

Williams, Vanessa. “D.C. Votes to Limit Teenage Drivers: Council Sets 18 as Minimum Age for full
License.” *Washington Post* 3 Nov. 2005, final ed.: A1. *Student Resource Center*. Web. 12 Nov.
2006 .

**See the Purdue University Writing Center website (<http://owl.english.purdue.edu>) for more information on citations.