

Research Writing Coach for T.A.S.D. Students

This style sheet is the result of a determination to provide a district approach to the writing of research papers in the Tulpehocken Area School District. As teachers of English, we endorse the style of the Modern Language Association of America (MLA). This style sheet reflects the structure of the 7th edition of the *MLA Handbook for Writers of Research Papers* (2009). In your English classes and in other classes you will use this style sheet for formatting your papers; however, some teachers will require another style sheet such as *APA* (Publication Manual of the American Psychological Association). Be sure to check with your teacher on **the** required format for your assignment.

Research papers will be required in high school, college and graduate courses. Therefore, it is imperative that you become familiar with the process of research and the types of research assignments that you will encounter. Research writing enhances learning and communication and is vital to academic success.

A research paper is an expanded form of essay writing. Research writing includes source documentation that further explains and analyzes a thesis (expository/informational) or a position (argumentative/persuasive). We will focus on expository and argumentative/persuasive writing in this booklet.

I. **Expository research essay/ paper** (excerpted from <http://owl.english.purdue.edu/owl/resource/685/02/>)

What is an expository essay/paper?

The expository essay/paper is a genre of essay/paper that requires the student to investigate an idea, evaluate evidence, assert a thesis, and support that thesis with relevant supporting evidence in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

The structure of the expository essay/paper is held together by the following:

1. A clear, concise, and defined thesis statement that occurs at the end of the first paragraph of the essay, or the end of the introductory portion of the paper.

It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective expository essay/paper.

2. Clear and logical transitions between the introduction, body, and conclusion.

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. Your transitions should occur within and between the paragraphs of supporting evidence. Transitional statements should be used to guide the reader through the introduction, the body of support, and on to the conclusion.

3. Body paragraphs that include evidential support.

Each paragraph should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph. If you can, include part of the wording of your thesis statement in your transitional sentences to further connect the body paragraphs of support for the thesis statement.

4. Evidential support (whether factual, logical, statistical, or anecdotal) is essential for papers and essays. You must extract detailed support for any assertion you make in an expository essay or paper. Make sure your evidence is relevant to the portion of your body of support and develops your thesis. We suggest having at least two to three pieces of evidence in each body paragraph. The evidence should be varied, and must be documented properly.
5. A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided. In a shorter paper or five paragraph essay, avoid re-summarizing the paper. Instead, recap your main points by showing their connection to a case study, an anecdote, or personal experience (if allowed by your teacher).
NOTE: This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical.
DO NOT: introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay.

II. **The argumentative research essay/ paper**—excerpted from (<http://owl.english.purdue.edu/owl/resource/685/05/>)

The argumentative essay/paper is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic in depth and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative writing must establish a clear position and follow sound reasoning to support that point of view.

The structure of the argumentative essay is held together by the following.

1. A clear, concise, and defined position statement that occurs at the end of the first paragraph(s) of the essay/paper.

In the first paragraph(s) of an argumentative essay/paper, students should set the context by reviewing the topic in a general way. Next the student should explain why the topic is important or why readers should care about the issue (the rationale). At the end of this introductory section, students should present the position statement. It is essential that the position statement be appropriately narrowed to follow the guidelines set forth in the assignment. If you do not write a clear directional position statement, it will be quite difficult to compose an argumentative/persuasive essay.

2. Clear and logical transitions between the introduction, body (all body paragraphs), and conclusion.

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section. In argument you should structure from least important to most important, or most important to least important point. Your job in this sort of essay/ paper is to lay out "why" your position is what it is.

Your job in this essay/ paper is NOT to change the point of view of the members of your audience. It is to show that you fully understand the topic and have selected a position to defend through logic and not emotion.

3. Body paragraphs that include evidential support, and are structured to logically develop the argument.

Each paragraph should be limited to the discussion of one general idea. This will allow for clarity and direction throughout the essay/paper. In addition, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay/paper must have some logical connection to the position statement in the opening paragraph(s). All paragraphs will directly support the position statement with evidence collected during research. Again, prioritize and organize your supporting detail in the body paragraphs so that your paper comes to a logical conclusion.

Evidential support, whether factual, logical, statistical, or anecdotal, must be supplied and documented. Whether you are paraphrasing or quoting, any information included that is not your own idea must be documented according to MLA guidelines.

The argumentative essay requires well-researched, accurate, detailed, and current information to support the position statement and the other points of view. Some factual, logical, statistical, or anecdotal evidence must be included to support the position statement. **We expect to see two to three documented pieces of evidence per paragraph in the body of the paper.** However, from the beginning of this research process, students must consider multiple points of view before establishing their position.

4. Acknowledge differing points of view regarding the topic. Depending on the length of the assignment, students should dedicate one or two paragraphs of an argumentative essay to discussing conflicting opinions on the topic. Rather than explaining how these differing opinions are wrong outright, students should note how opinions that do not align with their thesis might not be well informed or how they might be out of date.

Alternatively, students may choose to include the "opposing view point" on a point by point basis rather than a "lump sum paragraph". Of course, this structure will ultimately be dictated by the topic.

It is unethical to NOT include opposing points of view. To do so introduces bias or slant, which is something that will detract from the strength of your argument rather than strengthen it.

5. Construct a conclusion that does not simply restate the position statement, but readdresses it in light of the evidence provided. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Many times, if you have used the least important point to most important point approach, this would be the place for your most important piece of evidence: one that cinches the argument. If you can structure this way, a longer conclusion may be unnecessary.

III. Evaluating Sources-- excerpted from: (<http://owl.english.purdue.edu/owl/resource/553/01/>)

The world is full of information to be found—however, not all of it is valid, useful, or accurate. Evaluating sources of information that you are considering using in your writing is an important step in any research activity.

The quantity of information available is so staggering that we cannot know everything about a subject. For example, it's estimated that anyone attempting to research what is known about depression would have to read over 100,000 studies on the subject. And there is the problem of trying to decide which studies have produced reliable results.

Similarly, for information on other topics, not only is there a huge quantity available, but with a very uneven level of quality. You don't want to rely on the news in the headlines of sensational tabloids near supermarket checkout counters, and it's just as hard to know how much to accept of what's in all the books, magazines, pamphlets, newspapers, journals, brochures, Web sites, and various media reports that are available. People want to convince you to buy their products, agree with their opinions, rely on their data, vote for their candidate, consider their perspective, or accept them as experts. In short, you have to sift through it all and make decisions all the time, and you want to make responsible choices that you won't regret.

Evaluating sources is an important skill. It's been called an art as well as work—much of which is detective work. You have to decide where to look, what clues to search for, and what to accept. You may be overwhelmed with too much information or too little. The temptation is to accept whatever you find. But don't be tempted. Learning how to evaluate effectively is a skill you need both for your course papers and for your life.

When writing research papers, you will also be evaluating sources as you search for information. You will need to make decisions about what to search for, where to look, and once you've found material on your topic, if it is a valid or useful source for your writing.

IV. Evaluating Print and Internet Sources—

Evaluating sources of information is an important step in any research activity. This section provides information on evaluating print and internet sources.

With the advent of the internet, we are seeing a massive influx of digital texts and sources. Understanding the difference between what you can find on the Web and what you can find in more traditional print sources is crucial to evaluating your sources.

Some sources such as journal or newspaper articles can be found in both print and digital format. However, much of what is found on the internet does not have a print equivalent, and hence, has low or no quality standards for publication. Understanding the difference between the types of resources available will help you evaluate what you find.

Print Sources: Traditional print sources go through an extensive publication process that includes editing and article review. The process has fact-checkers, multiple reviewers, and editors to ensure quality of publication.

Internet Sources: Anyone with a computer and access to the internet can publish a web site or electronic document. Most web documents do not have editors, fact-checkers, or other types of reviewers.

Authorship and affiliations

Print Sources: Print sources clearly indicate who the author is, what organization(s) he or she is affiliated with, and when his or her work was published.

Internet Sources: Authorship and affiliations are difficult to determine on the internet. Some sites may have author and sponsorship listed, but many do not.

Sources and quotations

Print Sources: In most traditional publications, external sources of information and direct quotations are clearly marked and identified.

Internet Sources: Sources the author used or referred to in the text may not be clearly indicated in an internet source.

Bias and special interests

Print Sources: While bias certainly exists in traditional publications, printing is more expensive and difficult to accomplish. Most major publishers are out to make a profit and will either not cater to special interest groups or will clearly indicate when they are catering to special interest groups.

Internet Sources: The purpose of the online text may be misleading. A web site that appears to be factual may actually be persuasive and/or deceptive.

Author qualifications

Print Sources: Qualifications of an author are almost always necessary for print sources. Only qualified authors are likely to have their manuscripts accepted for publication.

Internet Sources: Even if the author and purpose of a website can be determined, the qualifications of the author are not always given.

Publication information

Print Sources: Publication information such as date of publication, publisher, author, and editor are always clearly listed in print publications.

Internet Sources: Dates of publication and timeliness of information are questionable on the internet. Dates listed on web sites could be the date posted, date updated, or a date may not be listed at all. Read the site carefully. Scroll down to the bottom. Do not confuse a copyright date for the entire site with a publication date.

V. Plagiarism—pla-gia-rism [pláyjə rìzzəm] (Bing.dictionary)

1. stealing somebody's work or idea: the process of copying another person's idea or written work and claiming it as original
2. something plagiarized: a piece of written work or an idea that somebody has copied and claimed as his or her own
Synonyms: copy, lifting, stealing, bootlegging, piracy, fraud, theft, thieving, imitation, deception

Avoiding Plagiarism—excerpted from (<http://owl.english.purdue.edu/owl/resource/589/02/>)

When do you give credit to your source?

The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, including the Modern Language Association (MLA) and the American Psychological Association (APA), have lengthy guidelines for citing sources. However, students are often so busy trying to learn the rules of MLA format and style or APA format and style that they sometimes forget exactly what needs to be credited. Here, then, is **a brief list of what needs to be credited or documented:**

- Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.
- Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing.

- When you copy the exact words or a unique phrase.
- When you reprint any diagrams, illustrations, charts, pictures, or other visual materials.
- When you reuse or repost any electronically-available media, including images, audio, video, or other media.

Bottom line: document any words, ideas, or other productions that are not originally yours.

There are, of course, certain things that do not need documentation or credit, including:

- Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject.
- When you are writing up your own results obtained through lab or field experiments.
- When you use your own artwork, digital photographs, video, audio, etc.
- When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents).
- When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Most common types of plagiarism— excerpted from (http://web.cn.edu/kwheeler/documents/Accidental_Plagiarism.pdf)

(1) Failure to distinguish carefully between outside sources and your own thoughts when taking initial notes for research projects.

To prevent this confusion, color-coding is salvation. If you create the bulk of your draft on hardcopy paper, use three different colored pens. **Perhaps a red pen indicates the material you are writing comes word-for-word from an outside source**, and **a blue pen indicates the material is paraphrased or the facts found in an outside source**, and **a green pen indicates the idea or phrase is completely original**.

If you do the bulk of your drafting on a computer with Microsoft Word, you can also color-code by selecting "font" from the menu and then choosing a font color. Don't convert the font color to black on your final copy until after you have double-checked, quotation-by-quotation, that the red text has appropriate quotation marks or block format along with a citation, and that the blue material has citations but no quotation marks, and that the green material really is your own.

(2) Failure to "frame" paraphrased material.

Readers must be able to see clearly where ideas from a source begin in your paper and where they end. **A common error is using several paraphrased sentences in a row with only one citation.** If you paraphrased these words from a single page found in one original source, you might mistakenly think that one citation at the end of the final sentence is sufficient for all the material. (I often see such faulty citations appearing at the end of a long paragraph.) Actually, such a citation only indicates that the last sentence comes from the source, and thus falsely implies that all the previous sentences were your own original thoughts. **The appropriate documentation would either be (a) to cite each sentence separately with its own parenthetical documentation, or (b) to "frame" the material by verbally indicating at the start of the paraphrased section that all the subsequent points come from the same source.** For instance, you might write, "Smith makes several comments pertinent to this question. First, he points out . . . ". Finally, when you get to the last point by Smith, you can then use the final parenthetical citation, showing that all the previous points came from this source, thus framing the beginning and ending of the paraphrased section. It's far safer, however, to cite each sentence of the paraphrase separately.

(3) Laziness About Appropriate Adaptation

When quoting from original texts, it is permissible to make minor changes as long as those minor changes are properly indicated and the changes do not alter the meaning of the original. **If you need to add a word for grammatical sense or context, insert that additional word in square brackets [like this].**

If you need to chop material out of the quotation to shorten it, indicate it with ellipses like . . . this, or if your original source also uses ellipses in the sentence like [. . .] this. These markers also help remind you that you are quoting material from a source and that this phrasing was not yours originally. Another problem appears in quotations that spill over from the bottom of one page and continue on the top of another--say the bottom of 42 and the top of 43. You might later change your mind after returning the library book or article, and want only to use the first part of a quotation. Where was the page break that separates 42 from 43? To indicate this, you might informally leave a mark in your notes--say a triple slash like this /// to remind you of the page break. Otherwise, you might be tempted to "fudge" the correct page number without re-checking the source.

(4) Cutting and Pasting

Cutting and pasting from webpages is so easy and so fast, you may be inserting material into your paper faster than you can accurately document it. **Don't cut and paste from web resources! Use notecards!**

VI. **NOTECARDS: As you are researching, take note of important material by placing that material on a notecard. (See our *Appendix A* for examples.)**

What do you put on Notecards?

Important ideas that you find to support your thesis or your position when you are researching. These ideas can be of three types:

- Quotes
- Paraphrases
- Summarized material

Quoted, Paraphrased, and Summarized relevant, researched information—excerpted from
(<http://owl.english.purdue.edu/owl/owlprint/563/>)

What are the differences among quoting, paraphrasing, and summarizing? These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly. **Paraphrasing is not changing one or two words, it is putting what you've read, in the correct context, into your own words.**

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source (these are actually paraphrases). Summaries are significantly shorter than the original and take a broad overview of the source material. You should do this briefly for each source.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to . . .

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not yours
- Expand the breadth or depth of your writing

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work the *Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page #), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream-work" (page #). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (page #).

How to use quotations, paraphrases, and summaries in your research-- Follow these steps for each source:

- Read the entire text, noting the key points and main ideas.
- Summarize in your own words what the single main idea of the essay is.
- Paraphrase important supporting points that come up in the essay.
- Consider any words, phrases, or brief passages that you believe should be quoted directly.
- Transcribe any or all of the above onto a note card (one paraphrase or quote per card)
- Use the examples that follow to construct your cards.

A paraphrase is... excerpted from (<http://owl.english.purdue.edu/owl/owlprint/563/>)

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.
- A more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- It is better than quoting information from an undistinguished passage.
- It helps you control the temptation to quote too much.
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

VII. Source cards

Write up a separate card for each source you use in your research. List the information in exactly the way it should be listed on your works cited page. **(See our Appendix B for examples.)**

Code each source card with a number, or a letter in the upper right hand corner.

Stack your note cards with the source card from which the notes are taken.

VIII. MLA Formatting and Style Guide—excerpted from: (<http://owl.english.purdue.edu/owl/resource/747/1/>)

General Format

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental undocumented use of source material by other writers.

When using MLA format, you can also consult the *MLA Handbook for Writers of Research Papers* (7th edition, 2009).

Paper Format-General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- **Double-space the text** of your paper, and use **Times New Roman** font. The font size should be **12 pt**.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- 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, starting with the first page, through your works cited page
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.

Formatting the First Page of Your Paper (See our *Appendix C* for an example)

- Do **not** make a title page for your paper.
- 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.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text. This should be the first line of text beneath your header making it one inch below the top of the paper.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (capitalize first, last and important words, not conjunctions or prepositions) in upper and lower case.
- 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.
- NOTE: EVERYTHING IN MLA IS DOUBLE SPACED.... THERE ARE NO DOUBLE, DOUBLE SPACES.
- Set space before and after paragraphs to zero (0), and check the " don't add space between paragraphs" box.
- Date of paper must be written in this way: date month year. (EX: **23 June 2013**) Notice there are no commas!

IX. MLA In-Text Citations--- (<http://owl.english.purdue.edu/owl/resource/747/03/>)**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** (*or in-text citations*). 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 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.

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.

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

EX: 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, 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 (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

EX: 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 as an 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.

Parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

Citing non-print sources from the Internet

With more and more scholarly work being posted on the Internet, you may have to cite research you have completed in virtual environments. While many sources on the Internet should not be used for scholarly work (such as Wikipedia), some Web sources are perfectly acceptable for research. When you create in-text citations for electronic, film, or internet sources, remember that your citation must reference the source in your Works Cited.

Sometimes students are confused with how to craft parenthetical citations for web sources because of the absence of page numbers. For these sources please consult 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).
- Unless you must list the **w**eb site 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*.

Miscellaneous non-print sources

EX: Werner Herzog's *Fitzcarraldo* stars Herzog's long-time film partner, Klaus Kinski. During the shooting of *Fitzcarraldo*, Herzog and Kinski were often at odds, but their explosive relationship fostered a memorable and influential film.

EX: During the presentation, Jane Yates stated that invention and pre-writing are areas of rhetoric that need more attention.

In the two examples above, "Herzog" from the first entry and "Yates" from the second lead the reader to the first item each citation's respective entry on the Works Cited page:

Herzog, Werner, dir. *Fitzcarraldo*. Perf. Klaus Kinski. Filmverlag der Autoren, 1982. Film.

Yates, Jane. "Invention in Rhetoric and Composition." Gaps Addressed: Future Work in Rhetoric and Composition, CCCC, Palmer House Hilton, 2002. Presentation.

Electronic sources

EX: One online film critic stated that *Fitzcarraldo* is "...a beautiful and terrifying critique of obsession and colonialism" (Garcia, "Herzog: a Life").

EX: The *Purdue OWL* is accessed by millions of users every year. Its "MLA Formatting and Style Guide" is one of the most popular resources (Stolley et al.).

In the first example, the writer has chosen not to include the author name in-text; however, two entries from the same author appear in the Works Cited. Thus, the writer includes both the author's last name and the article title in the parenthetical citation in order to lead the reader to the appropriate entry on the Works Cited page (see below). In the second example, "Stolley et al.", the parenthetical citation gives the reader an author name followed by the abbreviation "et al.," meaning, "and others," for the article "MLA Formatting and Style Guide." Both corresponding Works Cited entries are as follows:

Garcia, Elizabeth. "Herzog: a Life." *Online Film Critics Corner*. The Film School of New Hampshire, 2 May 2002.

Web. 8 Jan. 2009. <URL>.

Stolley, Karl, et al. "MLA Formatting and Style Guide." *The OWL at Purdue*. 10 May 2006.

Purdue University Writing Lab. 12 May 2006. Web. <URL>.

Please note: For special cases, which are not included here, refer to *Purdue Online Writing Lab*: <http://owl.english.purdue.edu/owl/> or the *MLA Handbook for Writers of Research Papers, 7th Edition, 2009*.

X. MLA-- Formatting Quotations

When you directly quote the works of others in your paper, you will format quotations differently depending on their length. Below are some basic guidelines for incorporating quotations into your paper. Please note that all pages in MLA should be **double-spaced**.

Short quotations

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. Include short quotations as part of the text of your paragraph. These are not set off.

For example, when quoting **short passages of prose**, use the following examples:

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)?

When you use **short (fewer than three lines) quotations from poetry**, 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).

Long quotations

For quotations that are more than four lines of prose or three lines of verse, 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 an additional quarter 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/paper.)

For example, when **quoting more than four lines of prose**, use the following 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 (more than three lines) of poetry, keep the 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 (quoted in Shrodes, Finestone, Shugrue 202).

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.

EX: 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 -- three periods (. . .) preceded and followed by a space.

EX: 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)

XI. **MLA Works Cited Page: Basic Format**-- excerpted from: (<http://owl.english.purdue.edu/owl/resource/747/08>)

According to MLA style, you must have a Works Cited page at the end of your research paper. This is where you are informing your reader further about all of the sources of information you referenced parenthetically in the text of your essay/paper. All entries in the Works Cited must correspond to the first word of your parenthetical reference. **(See our Appendix D for an example)**

How to set up your Works Cited page(s):

1. 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. This page is the very next page number. i.e. if your text ended on page 5, then the first page of the Works Cited page is 6.
2. Label the page Works Cited, and center that title one inch from the top of the paper. The title, Works Cited is not bolded, in all caps, underlined, or in quotation marks. It is simply there in all of its plain glory!

3. Double space all citations. Do not double, double space between entries. **Remember, everything in MLA is double-spaced.**
4. Indent the second and subsequent lines of citations by 0.5 inches from the left to create a hanging indent. (you can format this in Word by going into the paragraph drop down box and selecting hanging from the special area)
5. List page numbers of sources 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. Note that MLA style uses a hyphen in a span of pages. **MLA NEVER INCLUDES THE WORD PAGES OR AN ABBREVEIATION OF THE WORD.**
6. Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, short stories, articles).
7. 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). Works with multiple authors are listed last name, first name of the first author; then subsequent authors are listed as first name last name.
8. Alphabetize works with no known author by the title; use a shortened version of the title in the parenthetical citations in your paper.

MLA Works Cited Page: Books

When you are gathering book sources, be sure to make note of the following bibliographic items on your **source cards**: author name(s), book title, publication date, publication date, publisher, place of publication. The medium of publication for all "hard copy" books is-- Print.

Basic Format:

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last name, First name. *Title of Book*. City of Publication: Publisher,
Year of Publication. Medium of Publication.

Book with One Author

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

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

Two or More Books by the Same Author

List works alphabetically by title. 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.

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

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

Book with No Author

List by the title of the book. Incorporate these entries alphabetically just as you would with works that include an author name.

EX: *Encyclopedia of Indiana*. New York: Somerset, 1993. 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.

EX: Quintilian. *Institutio Oratoria*. Trans. H.E. Butler. Vol. 2. Cambridge: Loeb-Harvard UP, 1980. Print.

Pamphlet

Cite the title and publication information for the pamphlet just as you would a book without an author.

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

MLA Works Cited Page: Periodicals

Periodicals (e.g. magazines, newspapers, and scholarly journals) are **considered print** sources ,but the MLA Style method for citing these materials and the items required for these entries are quite different from MLA book citations.

Article in a Magazine

Cite by listing the article's author, putting the title of the article in quotation marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month.

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

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

Article in a Newspaper

Cite a newspaper article as you would a magazine article, but note the different pagination in a newspaper. Newspapers are usually divided by sections, each of which numbers its pages from 1 to ?

EX: Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post*. 24 May 2007: LZ01. 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(s). Medium of publication.

EX: 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.

Article in a Scholarly Journal

Author(s). "Title of article." Title of Journal Volume. Issue (Year): pages. Medium of Publication.

EX: 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.

It is always a good idea to maintain personal copies of electronic information, when possible. It is good practice to print or save Web pages or, better, using a program like Adobe Acrobat, to keep your own copies for future reference. Further, your teacher may require you to hand-in any of your Web source material.

MLA Works Cited Page-- Internet (Web) Sources

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 for your citations and research notes. **(Source cards and notecards)** Include any and all available information in your Works Cited listing. Use the following order for creating your entry.

1. Author and/or editor names (if available)
2. Article name in quotation marks (if available)
3. Title of the Website, project, or book in italics
4. Any version numbers available
5. Publisher information
6. Take note of any page numbers (if available)
7. Medium of Publication
8. Date you accessed the material
9. <URL>

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 URL address for the site.

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

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.

EX: Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008. <<http://classics.mit.edu/>>.

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 no publishing date is given.

EX: Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart Magazine*
Aug. 2002. Web. 4 May 2009. <URL>.

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

EX: 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. <URL>.

Article in an Online Scholarly Journal that also Appears in Print

EX: 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. <URL>.

Appendix A

NOTE CARDS

Each source gets its own number, so that you don't have to write the title of the source on every note card.

Early Ideas – Italy and Sicily

Direct Quote 3.

“The vividly fictional characteristics of the story have not prevented critics, past and present, from seeking to place it in a specific geographic context. Hesiod, who wrote later than Homer, believed that Odysseus and his ships sailed around in the general area of Italy and Sicily, to the west of...”

Write how you're using the source: Direct Quote, Paraphrase, or Summary.

Page 36

Write the page number so you can find it again if you need it.

Write the main idea of the card, so you don't have to read the whole card to know the subject matter.

Write the information from the source here.

Paraphrasing is rewording a direct quote in a different way, so that it becomes your own. Changing a word or two, or rearranging the order of the words, is not enough to make it your own. Be careful when you change the wording to your own so that you do not change the author's meaning or lose anything in the translation.

Early Ideas – Italy and Sicily

Paraphrase 3.

Although *The Odyssey* includes many fantastic creatures and events, people throughout history have tried to identify a real setting for the tale. Hesiod, a writer who came after Homer, thought that Odysseus' journey took him around Italy and Sicily.

Page 36

A **Summary** relays only the main points of the passage. It should be shorter than the actual text because it omits details and non-essential materials. It only tells an overview of what the original author says.

Early Ideas – Italy and Sicily

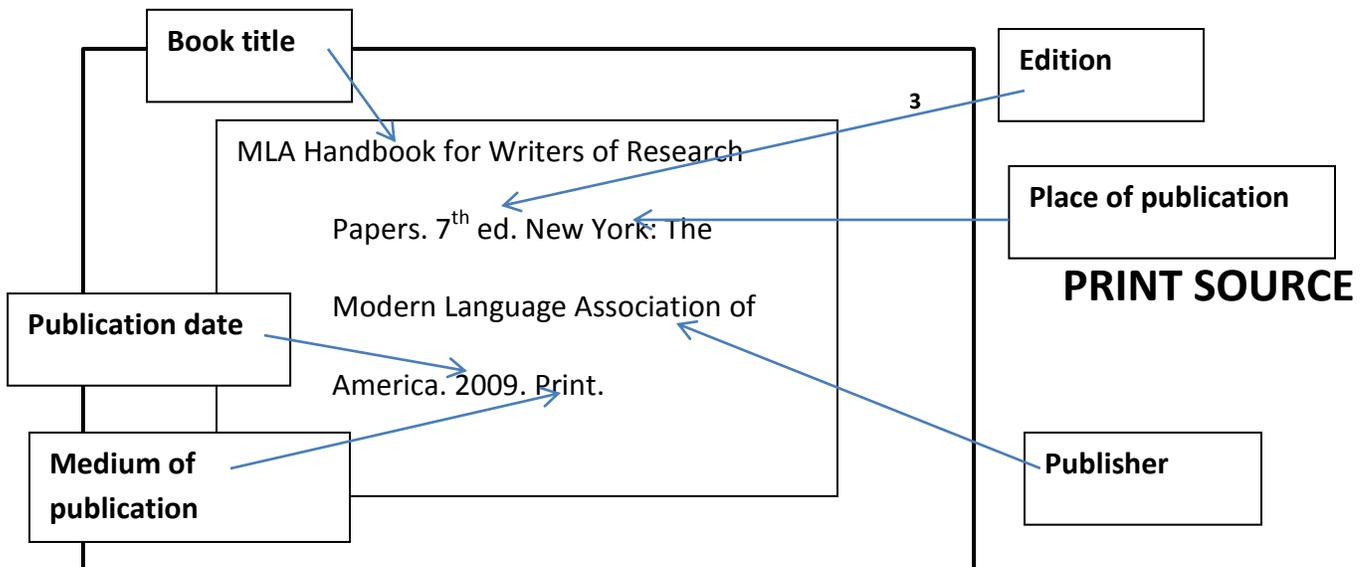
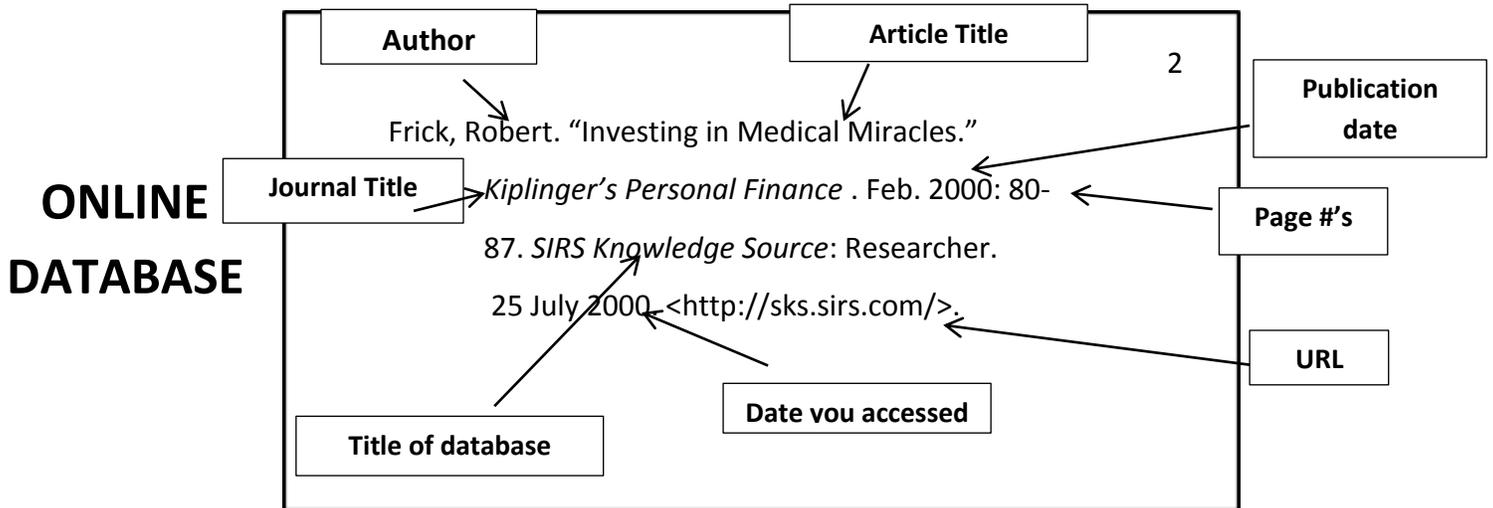
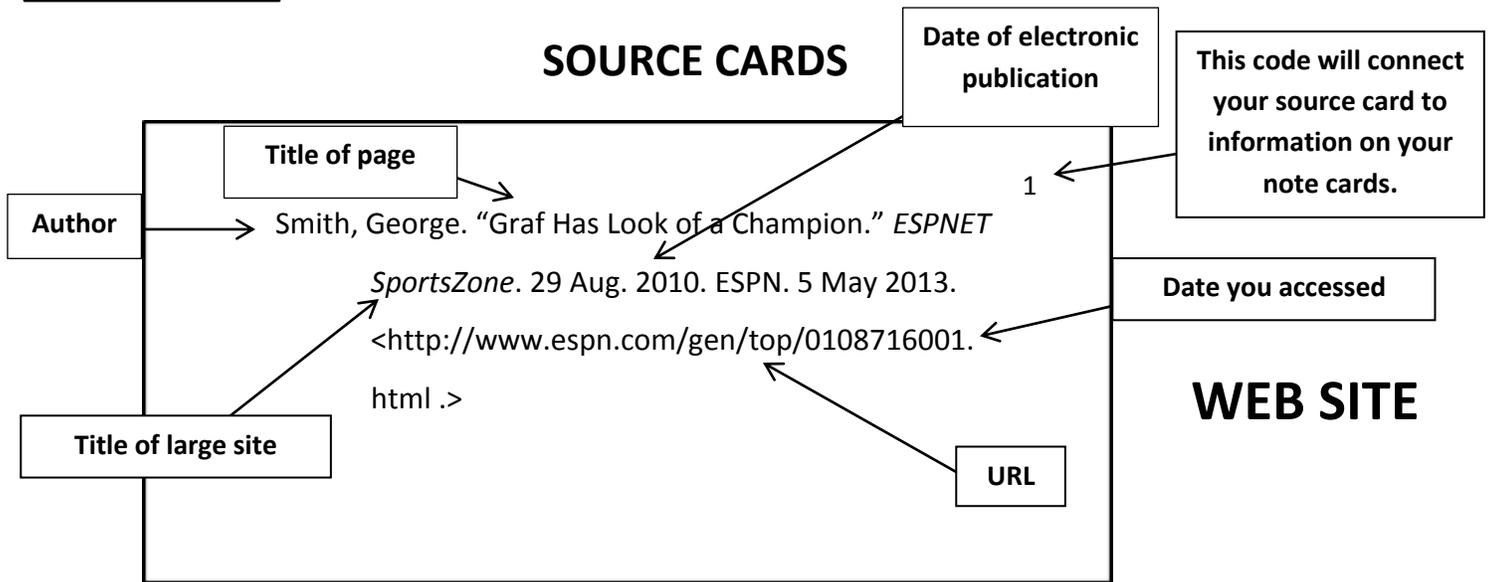
Summary 3.

The early writer Hesiod believed that *The Odyssey* took place near Italy and Sicily.

Page 36

Appendix B:

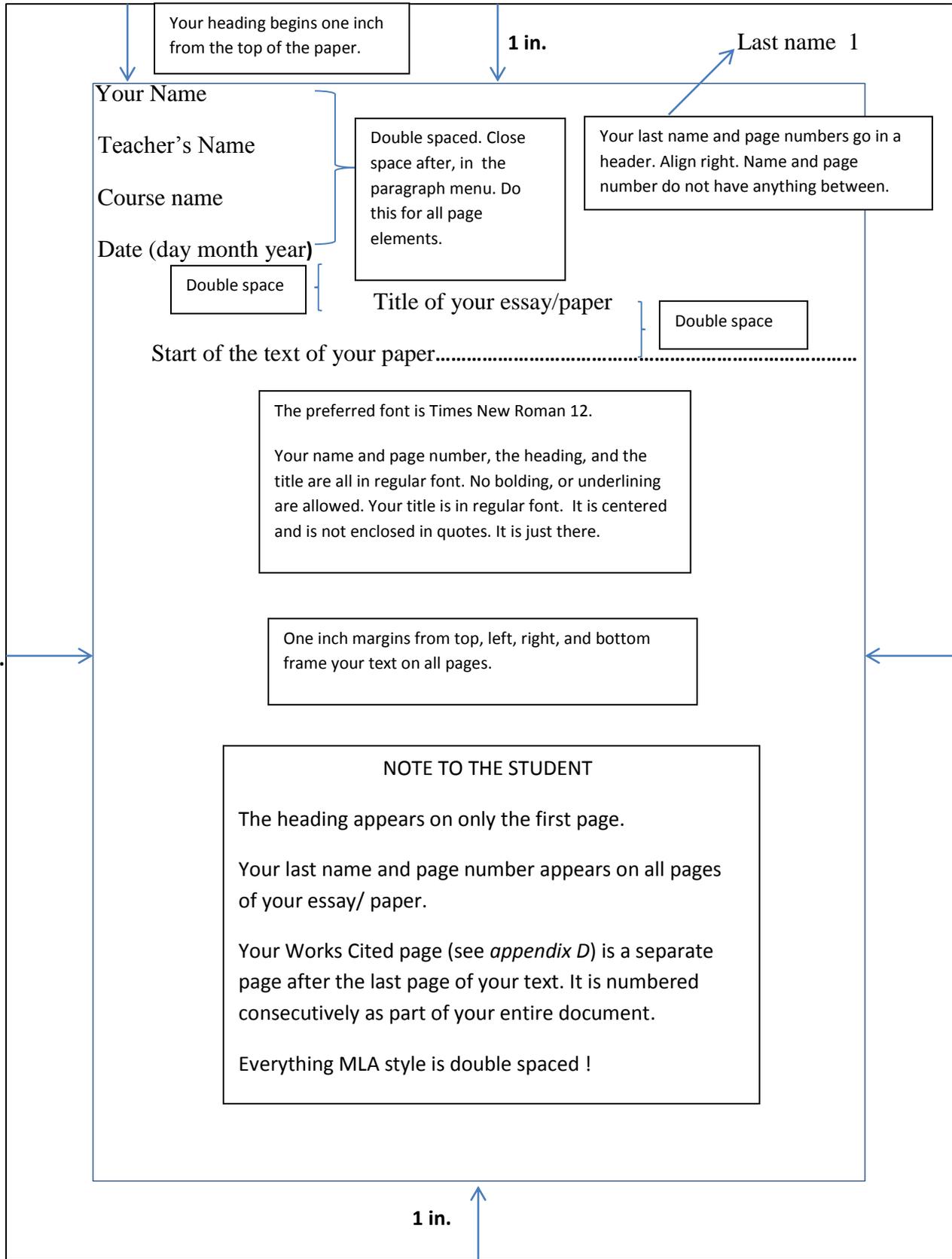
SOURCE CARDS



Appendix C

Sample first page of an MLA Essay/Paper

NOTE: there is no other title page



Your heading begins one inch from the top of the paper.

1 in.

Last name 1

Your Name
Teacher's Name
Course name
Date (day month year)

Double spaced. Close space after, in the paragraph menu. Do this for all page elements.

Your last name and page numbers go in a header. Align right. Name and page number do not have anything between.

Double space

Title of your essay/paper

Double space

Start of the text of your paper.....

The preferred font is Times New Roman 12.
Your name and page number, the heading, and the title are all in regular font. No bolding, or underlining are allowed. Your title is in regular font. It is centered and is not enclosed in quotes. It is just there.

One inch margins from top, left, right, and bottom frame your text on all pages.

1 in.

1 in.

NOTE TO THE STUDENT
The heading appears on only the first page.
Your last name and page number appears on all pages of your essay/ paper.
Your Works Cited page (see *appendix D*) is a separate page after the last page of your text. It is numbered consecutively as part of your entire document.
Everything MLA style is double spaced !

1 in.

Appendix D

Sample Works Cited Page

Type Works Cited, centered, one inch from the top of the paper. No quotes, underlining, bolding or different size.

1 in. Last name 7

Works Cited

Double space after page title

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. <[w](#)>

Double space between lines of entry

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

Double space between entries

"Business: Global Warming's Boom Town; Tourism in Greenland."
The Economist 26 May 2007:82. Print.

Gaitskill, Mary. Interview with Charles Bock.
Mississippi Review 27.3 (1999): 129-50. Print.

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

All entries on the Works Cited page are alphabetized by the last name of the author, or the first word of the title.

Ignacio, Esteban. Interview. 23 August 2010.

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for* 1 in.
Expanding the Teaching of Composition.
 Logan: Utah State UP, 2004. Print.

Notice that each element of a Works Cited entry is followed by a period with the exception of the name of a magazine and the date of the issue.

"Zodiac Diet: Perfect Foods for Your Sign". *Grill.com*. N.p. 3 March 2010.
 Web. 9 October 2011.< <http://www.grill.com/food-fun/astrology>>.

1 in.

NOTES: