

MLA Writing and Research Style Guide

Grades 9-12

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MLA Writing and Research Style Guide Grades 6-12

Preface

In this time of technology and easy accessibility to the Internet, we are constantly bombarded by information of all kinds. We must be careful because some of the information we encounter may be inaccurate. Becoming literate about how to use information is an essential life skill. The abilities to persuade, debate, contribute, and negotiate by using facts, logical arguments, and reliable information are critical to participating in a democratic society. Information literacy provides people with strategies for learning that are transferable across all subjects and from academic settings to real life.

When a person is faced with an information problem, there are certain steps that the person can take to help solve the problem. Furthermore, there are specific ways to give credit and use information in a responsible way. This Style Guide shows ways to solve information problems and also gives guidance in responsibly documenting information that is used.

Statement of Styles

There are several methods (or styles) one can use to document information. These styles provide guidelines on how to document the use of research within the body of a paper and how to write a Works Cited or Reference page for a variety of types of sources. Remember, it is important to give credit to all information that is not taken from experience. Two of the most commonly used styles for documenting information are MLA (for Modern Language Association) and APA (for American Psychological Association). MLA style is normally used for research projects involving the humanities, such as English, history, and art. APA style is generally used for research dealing with the sciences. This style guide shows both MLA and APA styles.

Teachers in both secondary schools and colleges may specify the use of one of these styles or even a different one. Some may even give a choice of using any style. Students should use whatever style has been assigned.

**THE GOLDEN RULE OF
DOCUMENTING RESEARCH:
any use of style must be consistent
throughout the research project.**

Explanation of One Method for Solving Information Problems

One method for solving a problem dealing with information is the Big Six, developed by Michael Eisenberg and Robert Berkowitz. “The Big Six process applies to all kinds of school work—homework, assignments, projects, reports, and even tests. . . . The Big Six provides a familiar, tried and tested approach to completing work . . . [and it] provides numerous opportunities . . . to ask the right questions” (Eisenberg and Berkowitz 15). While conducting research, use the following steps of the Big Six to help in the process:

Overview of the Big Six

Step	Explanation of Step	Key Questions to Ask
1. Task Definition	Determining the purpose and need for information	<ul style="list-style-type: none"> • What’s the task? • What types of information do I need?
2. Information Seeking Strategies	Examining alternative approaches to acquiring the appropriate information to meet defined tasks	<ul style="list-style-type: none"> • What are possible sources? • Which are the best?
3. Location and Access	Locating information sources and information within sources	<ul style="list-style-type: none"> • Where is each source? • Where is the information in each source?
4. Use of Information	Using a source to gain information	<ul style="list-style-type: none"> • How can I best use each source? • What information in each source is useful?
5. Synthesis	Organizing information drawn from a range of sources	<ul style="list-style-type: none"> • How can I organize all the information? • How can I present the result?
6. Evaluation	Making judgments based on a set of criteria	<ul style="list-style-type: none"> • Is the task completed? • How can I do things better?

Adapted from Eisenberg and Berkowitz, Information Problem-Solving and Eisenberg and Berkowitz, Helping with Homework.

Plagiarism

Plagiarism is the act of using someone else's words or ideas as if they were one's own. It is also plagiarism to change a few words and give no credit to the author. Plagiarism is a serious offense. While the student should be gathering ideas from multiple sources, those sources must be given credit in accordance with the following guidelines:

1. If the exact words of an author are used, whether they are sentences or phrases, quotation marks must be used and the source documented.
2. If an original idea of an author is used, even if it is not copied word for word, that idea must be documented.

Plagiarism is essentially theft - the stealing of someone else's intellectual property. Basically, student writers should understand that, unless they were born with the information (a feat worthy of the *Guinness Book*) or could have come to understand that information through their own experience (for example, how to play soccer), they need to cite their sources.

In writing your research paper, then, you must document everything that you borrow--not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics should determine what you document. For example, you rarely need to give sources for familiar proverbs ('You can't judge a book by its cover'), well-known quotations ('We shall overcome'), or common knowledge ('George Washington was the first president of the United States'). But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If you have any doubt about whether or not you are committing plagiarism, cite your source or sources. (Gibaldi 29)

The APA Style Guide adds: "The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words." (APA 5).

Consequently, if evidence of plagiarism exists, a penalty will be imposed at the teacher's discretion and may range from grade reduction to no credit for the paper. Students should be prepared to prove that their papers are properly documented by providing notes in the form of notecards, notebook paper, typed notes, photocopies, or downloads. (See samples.)

Plagiarism can be avoided by using the following methods of source citation:

1. Direct Quotation - the use of a source's exact words, for example:

"On Saturday, October 27, 1962, at the height of the Cuban missile crisis, Nikita Krushchev's personal assistant and a Central Committee colleague moved their families out of Moscow. . ." (McNamara 47).

2. Paraphrase - the restating of the material in the student's own words, for example:

During the final hours of the Cuban missile crisis, Russia's leader thought nuclear war was possible and some acted to save their families (McNamara 47).

3. The student may also give credit to the source within the text, for example:

According to Secretary of Defense Robert McNamara, Russian leaders acted to save their families from possible nuclear war (47).

Steps in the Research Process

The following examples are based on a science paper on the topic of motion:

- As part of **Task Definition** (Step 1 of the Big Six), brainstorm for the topic first.

MOTION

definition	force
uses in daily life	Laws
potential energy	Movement
kinetic energy	history of discovery

- Before **Information-Seeking Strategies** (Step 2 of the Big Six) begin, narrow the brainstorming list to a few major subtopics. This will provide the student with a skeletal outline and categories for notes.

A SAMPLE PRELIMINARY OUTLINE

- I. Introduction (include definition)
- II. Laws of Motion
- III. Types of Energy
 - A. Potential
 - B. Kinetic
- IV. Form Changes of Energy
- V. Conclusion

*At this point in the process, the student may want to discuss this plan with the teacher for final approval.

**Having an organizational plan creates a better research focus and can save time once the actual research begins.

- **Extracting the Information** (Step 3 of the Big Six)

Regardless of the method, ALL note-taking should have these common elements:

#1 Complete Works Cited/References entry once

--each note should contain source

#2 Category (key word or subtopic) plus author's last name and card number

#3 Note

#4 Page number of direct quote or paraphrase

Formatting with Modern Language Association (MLA) Guidelines

Although there are many acceptable ways to format a report, the following guidelines are the most common and are recognized by District 204 as the standard for all classes. Some teachers may have slightly different requirements. Begin with these guidelines as a rule of thumb, but be sure to take into account what the instructor has required. Most importantly, be consistent.

In a technologically-driven society, we encourage students to type their rough drafts on a word processor to speed up and simplify the revision process. Included in the guidelines are basic word processing tips that can be applied to any word processing program.

Fonts

Fonts should be dark, simple, and easy to read. Whichever font is selected, consistency is the key from the title page to the Works Cited page and everywhere in between.

Word Processing Tip: Do not select fonts which automatically print all characters in special styles such as cursive, bold, or italic. Examples of fonts to avoid include Bazooka, Script MT Bold, Scribble, and Paramount Italic. The default font is usually an appropriate choice.

Size

The standard size for typing reports is 12 point.

Styles

Plain text should be used throughout a report.

Word Processing Tip: Although a word processor offers many ways to highlight different areas of the text, such as bold and italic, none of these styles should be used in the report.

Spacing

All lines of the report should be double spaced. This includes quotations and the Works Cited page.

Word Processing Tip: Double spacing is sometimes referred to as line spacing 2. Keep in mind that if line spacing is set at 2, one return is equal to a double space.

Margins

Use a uniform, 1-inch margin at the top, bottom, right, and left of every page.

Word Processing Tip: A 1-inch margin is typically the default setting on most programs. On some programs, setting top margin to 1/2 inch is necessary to

accommodate the page header. Take note of the program and set margins to leave 1/2 inch above the header and 1 full inch between the top of the paper and the first line of text.

Alignment

The complete paper should be aligned flush with the left margin with a ragged or uneven right margin.

Word Processing Tip: This is often referred to as left aligned or left justified. It is typically the default setting on a word processor.

Titles

Page titles should be centered between the margins using 12 point, plain text. Use a colon followed by a space to separate titles from subtitles when needed. Titles of books included within the text or Works Cited should be italicized..

Page header

The report should have a running header on all pages except the title page, if required. **The header should be typed in the top right corner of each page and should include the last name of the writer followed by one space and the page number.** A correct example would be: Smith 2 (do not include "p." or any other symbol before the page number). Double space after the page header before the text. Pages should be numbered continuously throughout the report including the outline, if required, and the Works Cited.

Word Processing Tip: Be sure to utilize the page header and page numbering features of the word processor which will instruct the computer to carry out these tasks automatically. Under no circumstances should the running page header be manually typed on each sheet. Set the header up to be right aligned, 12pt. and plain text.

Capitalization

Use upper and lower case letters (capitalize the first letter of the first word, the last word, and all important words) for titles. Within the text, follow traditional grammar rules of capitalization.

Punctuation

Space once after all commas, colons, semi-colons, punctuation at the end of a sentence, periods that separate the parts of a works cited entry, and periods that follow an initial in personal names. Do space before and after slashes but **not** before or after hyphens.

Note: Although in the past, many people were taught to space twice after all periods, colons, and punctuation at the end of the sentence, the use of word processors and proportional spacing has eliminated the need for the second space.

Placement of punctuation with parentheses depends on the context. If the context requires a comma (as this sentence does), the comma follows the closing parenthesis. If a complete sentence ends with a parenthesis, the period follows the closing parenthesis (as in this sentence). (If a complete sentence, like this one, is enclosed in parentheses, the period is placed inside the closing parenthesis.)

Quotations

See Plagiarism section in Preface for general documentation guidelines.

Short quotations— ≤ 4 lines of your typed prose or ≤ 3 lines of actual poetry text—should be incorporated into the text and enclosed by quotation marks.

- End punctuation goes **after** the parenthetical documentation.
- If the quotation ends in a question mark or exclamation point, that punctuation should precede the closing quotation marks. **No other** punctuation should precede the closing quotation marks.
- When quoting dialogue, single quotation marks enclose the speaker's words.
- Slashes are used to indicate line breaks when quoting poetry.

Example: Prose

“ ‘What about Uncle Jimmy?’ asked Jem. ‘Is he comin’, too?’” (Lee 130).

Example: Poetry

In “Warning,” Jenny Jacobs explains to the reader, “When I am an old woman I shall wear purple / With a red hat which doesn’t go” (1-2).

Long quotations— > 4 of your typed lines of prose or > 3 lines of actual poetry text—should be set off from the text in a block by beginning on a new line.

- The whole block should be indented 1 inch from the left margin, double spaced, without quotation marks or the usual first line indent. Note that this is $\frac{1}{2}$ ” further in than a paragraph indent.
- The right margin does not change.
- If the quotation is more than one paragraph, the first line of the second and additional paragraphs are indented five spaces from the new margin.
- A colon may introduce a quotation displayed in this way.
- Formatting a citation in a block is equivalent to taking away the need for one set of quotation marks. If quoting dialogue, the block should be enclosed in double quotes, not the single inside the double.
- The end punctuation goes before the parenthetical documentation on the last line of the block. There is no punctuation after such documentation.
- In block quotations of poetry, the lines must appear as they do in the original text.
- Quoting two or more speakers in a play also require a block.

Example: Prose

Nick's final introspection characterizes his understanding of Gatsby's dream:

And as I sat there, brooding on the old unknown world, I thought of Gatsby's wonder when he first picked out the green light at the end of Daisy's dock. He had come a long way to this blue lawn and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark field of the republic rolled on (Fitzgerald 189)

Example: Poetry

Elizabeth Bishop's "In the Waiting Room" is rich in evocative detail:

In Worcester, Massachusetts,
I went with Aunt Consuelo
to keep her dentist's appointment
.....
It was winter. It got dark
early. (1-3, 6-7)

Example: Two or more speakers in a play

A short time later Lear loses the final symbol of his former power, the soldiers who make up his train:

GONERIL.	Hear me, my lord.
What need you five-and-twenty, ten or five	
To follow in a house where twice so many	
Have a command to tend you?	
REGAN.	What need one?
LEAR. O, reason not the need! (Shakespeare 2.4.254-58)	

*Note: The dialogue should start after capitalized names and subsequent lines of that same character's dialogue should be indented to line up under the second letter of the character's name.

**Note: Shakespearean drama is usually written in blank verse, a form of poetry, so this example follows the guidelines for formatting a poetry block in terms of where the typed lines end. A block of prose drama does not have that second set of special requirements, so the line typing continues to the right margin.

Title Page

MLA does NOT require a title page and includes student name, etc. on the first page of the report. Should the teacher require a title page, it is to be double spaced and include two parts. The first part should be centered between the left and right margins. On three separate lines, include the title of the paper, the word "by" (use lower case, no punctuation) and the writer's name. The second part should begin at the horizontal midpoint of the paper. On a separate line, type the following items double-spaced: class name and period separated by a comma and a space, teacher's name, and due date of the paper. Margins for the title page should be 5 inches at the top and 1 inch at the left, right, and bottom.

Word Processing Tip: To do the second part of the title page, use left alignment and set a left tab at 4 1/4 inches.

Page 1 Heading

If not using a title page, the page 1 heading should be typed on the first sheet of the report text or outline. Begin with the page header and page number flush with the right margin 1/2 inch down from the top with a double space after it. **At the left margin on separate double-spaced lines - type the writer's name, instructor's name, class name and period, and due date of the paper.** Date is typed in this order: number of the day, month, year. All months are abbreviated except May, June, and July.

Example: 28 Aug. 2010

Double space again and center the title of the paper in upper and lower case letters. Double space once more, return to the left margin and begin the text.

Outline

When an outline is required, it should be typed in double-spaced format from top to bottom. Margins should be set at 1-inch on all sides. If the outline is to be the first sheet of the paper, the page 1 heading should be included on this page. Each level of the outline should be indented to line up with first letter of the previous level.

Word Processing Tip: Many word processors now include automatic outline components which simplify the formatting process. Explore this option, and make sure it is acceptable with the teacher.

Report text

Begin the report text with the page header and the page one heading as described in this guide. The paragraphs of the report should be typed in double-spaced format flush with the left margin. Be sure to indent paragraphs 1/2 inch. Do not skip to a new page at the beginning of a new section.

Works Cited/References

A list of sources used in research can have many names. MLA style refers to it as Works Cited; whereas, APA refers to it as References.

As the heading Works Cited indicates, this list contains all the works that you will cite in your text . . . Other names for such a

listing are Bibliography (literally, "description of books") and Literature Cited. Usually, however, the broader title Works Cited is most appropriate, since research papers often draw on not only books and articles, but also films, recordings, television programs, websites, and other nonprint sources. . . . Titles used for other kinds of source lists include Annotated Bibliography, Works Consulted, and Selected Bibliography. The title Works Consulted indicates that the list is not confined to works cited in the paper. (MLA 24)

Teachers who wish to have their students indicate all the sources they read might wish to use the term Works Consulted.

Follow teacher preferences. The Works Cited or References page should be typed on a new sheet and placed at the end of the paper. Works Cited or References should be centered in upper and lower case letters after the page header.

Double space all lines of the page both within and between the entries. **Type the first line of each entry flush with the left margin indenting all other lines of that source 1/2 inch from the left margin.** Titles of books should be italicized. Entries should be alphabetized by author's last name or first key word of entry. For more details on specific content and placement of parts, refer to the sections in this guide for the appropriate style (MLA or APA).

Word Processing Tip: Be sure to utilize the hanging indent feature of the word processor when indenting the additional lines of an entry. The hanging indent feature will cause the program to wrap the line around and indent at the same time.

Final Note: in all parts of the paper, consistency is the most important rule to follow.

*****Documenting with Modern Language Association (MLA) Guidelines**

Documenting Guidelines Within the Research Paper or Project

When the author's name is not mentioned in the sentence, indicate the author's last name and page number in the parentheses.

Example:

One researcher has found that dreams move backward in time as the night progresses (Dement 71).

When the author's name is mentioned in the sentence, indicate the page number in the parentheses.

Example:

Dement has found that dreams move backward in time as the night progresses (71).

When more than one work by the same author is used, indicate the author's last name, a short form of the title, and the page number in parentheses.

Example:

One current theory emphasizes the principle that dreams express "profound aspects of personality" (Foulkes, "Sleep" 184). But investigation shows that young children's dreams are "rather simple and unemotional" (Foulkes, "Dreams" 78).

When the work has two or three authors, give all authors' names in the parentheses.

Example:

Psychologists hold that no two children are alike (Gesell and Ilg 68).

When the work has no author's name, begin with the word by which the title is alphabetized in the Works Cited.

Example:

Random testing for use of steroids by athletes is facing strong opposition by owners of several of these teams (*Steroids* 22).

*****Ways To Document Literary Works**

Use the author's last name and page (prose), the line (poetry), or the act/scene/line (drama) references immediately following the quoted material. For detailed information on formatting quotations and block quotations, see the next section.

Examples:

Prose:

At the climax of the story when Doodle's brother says, "I began to weep, and the tear-blurred vision in red before me looked familiar. 'Doodle,' I screamed above the pounding storm and threw my body to earth above his" (Hurst 58), he realizes he has pushed his brother too hard.

Poetry:

In “Warning,” Jenny Jacobs explains to the reader , “When I am an old woman I shall wear purple / With a red hat which doesn’t go . . . ” (1-2).

Note: Verse quotations of more than three lines of the poem’s text should begin on a new line. See Long Quotations in Formatting section of this guide.

Drama:

In *Romeo and Juliet*, Romeo’s soliloquy before going to the Capulets’ party foreshadows the tragic end of the play when he says, “For my mind misgives / Some consequence yet hanging in the stars . . . ” (Shakespeare 1.4.85-86).

***Preparing a List of Works Cited

This is an abridged version of the complete MLA guidelines for works cited information. While it includes many of the types of sources you will be using for your classes, not everything can be included here. Any special circumstances or examples not listed in this section should be referenced in the current edition of the *MLA Handbook for Writers of Research Papers*.

- Works Cited page lists entries alphabetically by author's last name or first key word in the title if no author appears.
- When a work has more than three authors, the entry should list the first author followed by a comma and then et. al ("and others").
- Names of months are abbreviated except May, June, and July.
- The original publication date of a republished work should be listed after the title followed by a period. Current publication information is listed next.
- The following examples illustrate correctly punctuated entries.

Entries in a works-cited list for print sources contain as many items from the list below as are relevant and available.

1. Author's name
2. Title of a part of the book being cited (if a work in an anthology)
3. Translator of the part of the book if a work in an anthology
4. Title of the book or anthology
5. Name of editor, compiler, or translator **preceded** by the appropriate abbreviation (Ed., Comp., Trans.)
6. Edition
7. Number(s) of the volume(s)
8. Year of original publication (for republished book)
9. Place of publication, name of publisher, and date of publication
10. Page numbers
11. Medium
12. Name of Series.

Use the following abbreviations for information you cannot supply:

n.p.	No place of publication given
n.p.	No publisher given
n.d.	No date of publication given
n. pag.	No pagination given

NO PLACE:

N.p.: U of Gotham Press, 2008.

NO DATE:

New York: U of Gotham Press, n.d.

NO PUBLISHER:

New York, n.p., 2008.

NO PAGINATION:

New York: U of Gotham Press, 2008. N. pag.

Separate information applies to electronic sources. Refer to the list that begins the electronic examples.

BOOKS

Author's Last Name, First Name. *Title of the Book*. City of Publication:
 Publisher, Year. Medium.

One author

Bramwell, Martyn. *Volcanoes and Earthquakes*. New York: Watts, 1994.

Taylor, Barbara. *Mountains and Volcanoes: Geography Facts and Experiments*. New York: Kingfisher, 1993. Print.

Two authors

Rochman, Hazel, and Darlene Z. McCampbell. *Bearing Witness: Stories of the Holocaust*. New York: Orchard, 1995. Print.

Three authors

Pasachoff, Jay M., Donald H. Menzel, and Wil Tirion. *Field Guide to the Stars and Planets*. Boston: Houghton Mifflin, 1992. Print.

More than three authors

If there are more than three authors, you may name only the first and add *et al.* ("and others"), or you may give all names in full in the order in which they appear on the title page.

Gilman, Sander, et al. *Hysteria beyond Freud*. Berkeley: U of California P, 1993. Print.

Editor—used when citing the whole anthology or compilation or mainly the work of the editor of the book.

Gallo, Donald R., ed. *Connections: Short Stories By Outstanding Writers For Young Adults*. New York: Delacorte, 1989. Print.

Work from an anthology or compilation

Author's Last Name, First Name. "Title of the Part of the Book Being Cited." *Book Title*. Editor, Translator, or Compiler. City of Publication: Publisher, Date. Page numbers. Medium.

Hansberry, Lorraine. *A Raisin in the Sun. Black Theater: A Twentieth-Century Collection of the Work of Its Best Playwrights*. Ed. Lindsay Patterson. New York: Dodd, 1971. 221-76. Print.

Whitman, Walt. "Crossing Brooklyn Ferry." *The Norton Anthology of Modern and Contemporary Poetry*. Ed. Jahan Ramazani, Richard Ellmann, Robert O'Clair. Volume 1 Modern Poetry. 3rd ed. New York: W.W. Norton, 2003. 18-22. Print.

Translation

Beowulf. Trans. Charles W. Kennedy. *England in Literature*. Ed. Helen McDonnell, John Pfordresher, and Gladys V. Veidemanis. 7th ed. Glenview, IL: Scott, Foresman and Company, 1985. 7-40. Print.

Bergman, Tamar. *Along the Tracks*. Trans. Michael Swirsky. Boston: Houghton Mifflin, 1991. Print.

*Provide translator's name, preceded by Trans., after the title.
If your citations are mostly to the translator's comments or choice of wording, begin the bibliographic entry with the translator's name, followed by a comma and the abbreviation *trans.* (translator"), and give the author's name, preceded by the word *By*, after the title.

Seidensticker, Edward G., trans. *The Tale of Genji*. By Murasaki Shikibu. New York: Knopf, 1976. Print.

Republished Book

Heinlein, Robert A. *Stranger In a Strange Land*. 1961. New York: Berkley, 1968. Print.

**Give the original publication date, followed by a period, before the publication information.

A work in more than one volume

Rose, Sharon and Neil Schlager, eds. *CDs, Super Glue, and Salsa: How Everyday Products Are Made*. 2 vols. New York: UXL, 1995. Print.

Using one volume of multi-volume work

Hawkes, Terence. "The Word Against the Word: The Role of Language in *Richard II.*" *Shakespearean Criticism*. Ed. Mark Scott. Vol. 6. Detroit: Gale, 1987. 374-381. Print.

Contemporary Literary Criticism Entry

Smith, John. "John Steinbeck." *CLC*. Vol. 13. Detroit: Gale, 1983. 126-127. Print.

A work in a series

Bebout, John E., and Ronald J. Grele. *Where Cities Meet: The Urbanization of New Jersey*. Princeton: Van Nostrand, 1964. Print. New Jersey Historical Series 22.

Huxley, Aldous. *Brave New World*. 1932. New York: Harper, 1998. Print. Perennial Classics.

Introduction, Preface, Foreword, or Afterword

Drabble, Margaret. Introduction. *Middlemarch*. By George Eliot. New York: Bantam, 1985. vii-xvii. Print.

An Illustrated Book or Graphic Narrative (Novel)

Baum, L. Frank. *The Wonderful Wizard of Oz*. Introd. Regina Barreca. Illus. W. W. Denslow. New York: Signet-Penguin, 2006. Print.

PERIODICALS

<p>Author's Last Name, First Name. "Title of Article." <i>Magazine Title</i> Date: Page Numbers. Medium.</p>
--

Unsigned article

"The FBI Invades a Nest of Vipers." *US News & World Report* 15 July 1996: 10. Print.

Weekly magazine

Bower, B. "Alzheimer's Disease Takes a Curious Turn." *Science News* 12 Oct. 1996: 229. Print.

Monthly magazine

Dobbs, David. "Death Sentence." *Popular Science* Oct. 1996: 34. Print.

Newspaper

Author's Last Name, First Name. "Title of Article." *Newspaper Name*
Date, edition: Page. Medium.

Jeromack, Paul. "This Once, a David of the Art World Does Goliath a Favor." *New York Times* 13 July 2002, late ed.: B7. Print.

*When not part of the newspaper's name, the city's name should be given in brackets after the title.

**If magazine article is not printed on consecutive pages, give only the first page number followed by the plus sign: 137+.

Editorial

"Title." Descriptive Title such as Editorial or Letter. *Newspaper Name*
Date: Page. Medium.

"A Stopgap Plan For School Funding." Editorial. *Chicago Tribune* 10 Apr. 1996: 12. Print.

Review

Sanz, Cynthia. Rev. of *Airframe*, by Michael Crichton. *People Weekly* 16 Dec. 1996: 35-36. Print.

Loose-leaf article reprints

Author's Last Name, First Name. "Article Title." *Magazine Title Where First Published*. Date: Pages. *Title of Loose-Leaf Volume*. Editor. Volume Number. City of publication: Publisher, Year. Article number. Medium.

Esterle, Roxie. "Blood: The Ocean Inside Us." *Science Scope* Oct. 1990: 14-18. *Medical Science*. Ed. Eleanor Goldstein. Boca Raton: SIRS, 1991. Art. 24. Print.

FAMILIAR REFERENCE BOOKS

Author's Last Name, First Name. "Article Title." *Title*. edition. Year of Publication. Medium.

Signed article with name or initials (*if signed with initials, look in index volume or front pages of the encyclopedia for full name)

Cloos, Mark. "Plate Tectonics." *The World Book Encyclopedia*. 12th ed. 1995. Print.

Unsigned article

"National Aeronautics and Space Administration (NASA)." *Compton's Encyclopedia*. 8th ed. 1996. Print.

Dictionary

"Noon." Def. 4b. *The Oxford English Dictionary*. 2nd ed. 1989. Print.

LESS FAMILIAR REFERENCE BOOKS

Author's Last Name, First Name. "Article Title." *Reference Work Title*. City of Publication: Publisher, Date. Page Numbers. Medium.

"Levertov, Denise (1923-)." *A Library of Literary Criticism: Modern British Literature*. Ed. Ruth Z. Temple and Martin Tucker. Vol. 2. 1966. New York: Fredrick Unger Publishing Company, 1972. 196-7. Print.

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Chemical Engineers. Brief 160. Moravia, NY: Chronicle Guidance, 1994. Print.

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State of Illinois. Illinois Department of Alcoholism & Substance Abuse. *Steroids*. Chicago: State of Illinois, 1990. Print.

CD-ROM/DVD ROM

CD/DVD-ROMs are available in non-periodical and periodical forms. They are cited much like a book with the addition of a description of the medium of publication, vendor's name (like UMI-ProQuest), and publication dates. Entries in a works-cited list for such sources contain as many items from the list below as are relevant and available.

1. Author's name (if given), or editor, compiler, or translator followed by the appropriate abbreviation (ed., comp., trans.)
2. Title of the publication (italicized)
3. Name of the editor, compiler, or translator if relevant preceded by the appropriate abbreviation (Ed., Comp., Trans.)
4. Edition, release, or version
5. Place of publication
6. Name of publisher
7. Date of publication
8. Medium
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Non-periodical

Bennett, Albert F. "Snake." *The World Book Multimedia Encyclopedia*.

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Periodically Published Database on CD/DVD-Rom

1. Author's name
2. Publication information for the printed source (including title and date of print publication)
3. Medium of publication consulted
4. Title of the database (italicized)
5. Name of the vendor
6. Publication date of the database

Adams, Kathleen. "Tobacco: Smoked Out." *Time* 2 Sept. 1996: 13. CD-

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**If magazine article is not printed on consecutive pages, give only the first page number followed by the plus sign: 137+.

WEB PUBLICATIONS

Sources on the World Wide Web used in research include scholarly projects, reference databases, the texts of books, articles in periodicals, and professional and personal sites. Entries in a works-cited list for such sources contain as many items from the list below as are relevant and available.

A Work Cited Only on the Web

1. Name of author, editor, compiler, or translator of the source (if available and relevant), reversed for alphabetizing and followed by an abbreviation, such as ed., if appropriate
2. Title of the work (italicized if the work is independent; in quotation marks if the work is part of a larger work).
3. Title of overall Website (italicized), if distinct from item 2.
4. Version or edition used
5. Publisher or sponsor of the site; if not available, use N.p.
6. Date of publication (day, month, and year, as available); if nothing is available, use n.d.
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Gates, Gary. *Shakespeare and His Muse*. Web. 19 Sept. 2010. <ftp://ftp.gutenberg.net, gproject/texts/english/bard/research/muse.txt>.

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Work on the Web Cited with Print Publication Data

Instead of concluding with Print as the medium of publication, record the following information in sequence:

1. Title of the database or Website (italicized)
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Flannagan, Roy. "Reflections on Milton and Ariosto." *Early Modern Literary Studies* 2.3 (1996): n.pag. Web. 22 Feb. 2010. <<http://unixg.ubc.ca:7001/0/e-sources/emls/02-3/flanmilt.html>>.

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Images, sounds, video clips

Comet P/Shoemaker-Levy 9 Fragments Slam into Jupiter. Online Video Clip. Web. 17 Sept. 2010.<<http://hubblesite.org/newscenter/newsdesk/archive/releases/1994/21/video/a> >.

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A Digital File

This refers to PDF files, Microsoft Word files, JPEGs, MP3 files, etc.

Cortez, Juan. "Border Crossing in Chicano Narrative." 2007. *Microsoft Word* file.

Delano, Jack. *At Vermont State Fair*. 1941. Lib. Of Cong., Washington. JPEG file.

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Not included in these examples: scholarly project, online book, a review, editorial, letter to the editor, serialized article. These can be referenced in the *MLA Handbook*.

E-Mail

Name of Writer. "Title (from subject line)." Description of Document that Includes Recipient. Date of Document.

Danford, Tom. "Monday Greetings." Message to Terry Craig. 13 Sept. 2009. Email.

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Into the Woods. By Stephen Sondheim. Dir. James Lapine. Perf. Bernadette Peters and Joanna Gleason. American Playhouse. PBS. WNET, New York. 3 Mar. 1991. Television.

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Burnett, Frances Hodgson. *The Secret Garden*. 1911. Read by Helena Bonham Carte. Penguin-High Bridge, 1993. Audiocassette.

Holiday, Billie. *The Essence of Billie Holiday*. Columbia, 1991. LP.

Simon, Paul, and Milton Nascimento. "Spirit Voices." *The Rhythm of the Saints*. Warner Bros., 1990. CD.

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Title of film or video. Author of screenplay, director, lead performers. Original release date (if applicable). Producer, year. Medium.

A Cry In the Wild. Screenplay by Gary Paulsen and Catherine Cyran. Dir. Mark Griffiths. Perf. Jared Rushton, Ned Beatty, and Pamela Sue Martin. MGM/UA, 1990. Videocassette.

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. 1946. Republic, 1998. DVD.

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If you are citing the contribution of a particular individual, begin with that person's name.

Chaplin, Charles. Dir. *Modern Times*. Perf. Chaplin and Paulette Goddard. United Artists, 1936. Film.

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Lecture, speech, or an address

Name of speaker. "Title of speech, lecture, address." Meeting and sponsoring organization. Location. Date. Description.

Atwood, Margaret. "Silencing the Scream." Boundaries of the Imagination Forum. MLA Convention. Royal York Hotel, Toronto. 29 Dec. 1993. Keynote speech.

Hyman, Earle. "Shakespeare's *Othello*." Symphony Space, New York. 28 Mar. 1994. Reading.

Interview: recorded, TV or radio broadcast, researcher conducted

- If interview is part of a publication, recorded, or part of a program, include the title of the interview in quotation marks
- If interview is published independently, underline the title
- Add interviewer's name if known and pertinent to paper

Name of interviewee. "Title of interview, if any." <i>Publication</i> . Place. Date. Med.

Blackmun, Harry. Interview with Ted Koppel and Nina Totenberg.
Nightline. ABC. WABC, New York. 5 Apr. 1994. Television.

Nader, Ralph. Interview with Ray Suarez. *Talk of the Nation*. Nat'l Public
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Poussaint, Alvin F. 10 Dec. 1990. Telephone.

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Last Name, First Name (if given) of author of entry. "Article Title." *Title of Encyclopedia*.

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Magazine article from electronic database (Proquest, SIRS, Facts.com)

Last Name, First Name of author of article (if given). "Title of Article." *Magazine Title*

Date: Page numbers (if given). *Name of Database*. Subscriber Name, City,

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Main, Frank. "County Jail Runs Out of Beds." *Chicago Sun-Times* 11 Apr. 2001, sec.

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[CX3468399999&source=gale&userGroupName=auro76641&version=1.0](http://find.galegroup.com/gvrl/informark.do?&contentSet=EBKS&type=retrieve&tabID=Too2&prodId=GVRL&docId=CX3468399999&source=gale&userGroupName=auro76641&version=1.0)>.

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