THE GRANVILLE HIGH SCHOOL STYLE BOOK

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Revised by the Granville High School English Department, 2016

Introduction

We are proud to introduce the second edition of *The Granville High School Style Book*.

Based on the *MLA Handbook for Writers of Research Papers,* this handbook represents a common set of "rules" for all Granville students and teachers to follow. Whether you are writing a paper about *Romeo and Juliet* for English 9 or writing your senior research paper, you will be following the same conventions for documenting research in every class during your academic career at GHS.

You may wonder why a style guide is necessary at all.

Imagine, if you will, a football game in which the players for Granville line up against Johnstown, with each team playing by a different set of rules. The end result would be confusion for players, referees, and even fans. No one would enjoy the game, and it would be unclear who won.

The same concept applies to academic research. MLA style represents a consensus among teachers, scholars, and librarians on how to conduct research in liberal arts and the humanities. By following the conventions and documentation rules set forth in the handbook, your readers will be able to focus on what is most important— the exploration of your ideas.

Dubbed the "style bible for most college students" by *Newsweek* magazine, the *MLA Handbook for Writers of Research Papers* has been widely adopted by universities, colleges, and secondary schools for over half a century. By providing step-by-step guidelines for writing research papers, MLA style is recognized for its simplicity and flexibility.

Although widely used in the humanities, MLA style is not the only way to document sources. At the collegiate level, you may be required to use another system, such as American Psychological Association (APA). Do not fret, however; if you learn MLA documentation style at this stage of your school career, you will have little difficulty adapting to other styles.

So whether you are destined for American University, Miami University, or OSU Newark, you will leave Granville High School with a solid understanding of the format and style of documenting sources your professors will require. No matter what career you intend to pursue, identifying and analyzing the work of other researchers will play a major role in your development of as a student.

And the skills you will gain through the research process are not limited to the academic arena. The ability to consult authoritative sources about a topic, to integrate the information with your own thoughts, and to present your ideas thoughtfully are skills that are required in any field.

We wish you the best as you begin the intellectually rewarding process of research writing. We look forward to reading what you have discovered along the way.

The Granville High School English Department

Proper Use of MLA Format

The MLA is the *Modern Language Association* of America. It is a group that was founded in 1883 as an organization whose goal was to "strengthen the study and teaching of language and literature." The MLA recommends a style for the mechanics of writing that is used in liberal arts and the humanities, and it assures that all papers appear the same and are graded on content rather than visual appearance. The basic rules of the format are:

- Font is Times New Roman, 12 point size
- Margins are one inch all around: top, bottom, right, and left
- Writing is doubled-spaced
- There is no title page
- A heading on the top left of the first page (also in Times New Roman) includes the writer's name, the teacher's name, the class name, and the date. It is one inch from the top, thus falling within the regular margin of the page.
- The title appears after the heading. It is not italicized, underlined, nor is it placed in quotes or boldface or typed in all capital letters.
- A header on the top right of each page is one half inch from the top. It contains the last name of the writer and the page number of the paper.

How to use *Microsoft Word* to set up MLA Format:
Note: The following actions should be performed **before** typing anything in to the document.

1. Open a new document and select the *Layout* tab. Click the *Margins* option, and choose the *Normal* setting – all four sides should be 1". Click it and double check the document to see that the margins are indeed one inch on all sides.
2. Select the *Home* tab. In the *Paragraph* section, click the line spacing button (there are two arrows and four lines on it). Select *2.0* to double space the document. Also in the *Home* tab, assure that the font is Times New Roman and the size is 12.
3. Select the *Layout* tab. In the *Spacing* section, change *Before* and *After* to both read 0 pt.
4. Select the *Insert* tab. Click the Page Number icon in the *Header & Footer* section. Choose the *Top of Page* option, then click *Plain Number 3*. Click the cursor in front of the number 1 that appears. Type your last name and hit the space bar once. Now highlight your last name and the number, and click on the *Home* tab again. Change the font for the header to Times New Roman 12 the same way. Double click on the body of the page to return to the body.

How to use *Microsoft Word* to set up a Works Cited Page:

1. After creating the document, select the *Insert* tab, and in the *Pages* section, select *Page Break*.
2. On the top line of the page, type Works Cited and center it. Do not use italics, underlining, bold, or quotation marks. Use size 12 font in Times New Roman. Do not type Work Cited – you cited multiple works, so your title must be plural to reflect that.
3. In order to set the *Hanging Indent,* select the *Layout* tab, and in the *Paragraph* section, expand the arrow in the lower right corner. Under *Indentation,* select *Special* and *Hanging*. Click *OK,* and this will assure that the second and subsequent lines of each source are indented.
4. Type the first entry carefully into your document.

For a visual sample of these items, refer to pages 2 and 14

1 inch margins all
around the paper

Johnny A. Student

Miss Poppy

American Lit and Comp

16 March 2016

Writer's last name and
page number are ½ inch
from the top of the paper
in Times New Roman font

Title is centered,
not bold or italicized

Researching the Research Paper

Old adages point out that writers can never truly create something completely new.

Luckily, when students are required to write a research paper, their teachers are not asking them

to create something new. The students must instead gather various sources, sift through them to

select important information, and organize their notes into a paper. Librarians might guide the

research paper writers to magazines, newspapers, books, articles from online databases, or works

from web sites. No matter from where the information comes, it is not the students' own ideas. It

is therefore crucial for students to clearly indicate when they are using information from an outside

source. To fail to do so is plagiarism. Students should indicate the place where information was

found, but this can distract the reader from the paper itself. In-text citations are a tool for student to

recognize outside sources without interrupting the flow of writing.

Here are some examples of commonly used sources and the in-text citations that let readers

know where to find the facts that the student writer used. Playing games with co-workers can help

pass the time and build important friendships ("Pranking Master"). Some judges express their

opinions bluntly, using statements like "I can't stand people who think they can sing" (Cowell 38).

Writing is double-spaced throughout the paper and
skips every other line – the distance between
paragraphs is the same as it is between lines

2

Locating Resources in the Library

The Granville High School Library is a great source for both research and lighter reading. In addition, there are state-of- the-art computers and a media room to assist in making videos, presentations, and posters. Whether at home or school, you can easily access the library's home page to see the selection of books on the on-line catalogue or connect to one of several online research sites.

THE PHYSICAL LIBRARY: THE DEWEY DECIMAL SYSTEM
Look for the labels on the bookshelves throughout the library to locate the appropriate section

000 Generalities	500 Natural sciences & mathematics
100 Philosophy & psychology	600 Technology (Applied sciences)
200 Religion	700 The arts
300 Social sciences	800 Literature & rhetoric
400 Language	900 Geography & history

THE ONLINE LIBRARY
Each of the following sources is available on the Granville High School web site in the *Library* section. Make notes below of usernames and passwords, which may expire with each school year.

Gale **GREENR Database**
A reference on the environment, energy, and natural resources.

Gale **Global Issues in Context Database**
A reference on current global issues and trends.

Gale Virtual Reference Library
A database of specialized encyclopedias on a variety of subjects. These are trusted, authoritative reference works that were first published in print.

Contemporary Literary Criticism Online
A reference for modern literary criticism.

Oxford University Press Islamic Studies Online
Primary Source Documents, Learning Resources, Image and Maps, Biographies and Interviews.

Oxford University Press Very Short Introductions
Intelligent and serious introductions written by authors who are experts in their field.

INFOhio
The Information Network for Ohio Schools that houses a variety of databases

The Oxford Encyclopedia of British Literature
A specialized encyclopedia of British Literature

Remember that **general** research encyclopedias like *World Book* or *Britannica* are
not acceptable to use as cited sources, nor may they appear on the works cited page.

Evaluating Sources of Information

When writing a research paper, 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. Not all sources are equally reliable or of equal quality. You must carefully evaluate each source before using it in your research paper.

When searching for information in **library catalogues** and **online article databases**, you will first find a bibliographic citation entry. A bibliographic citation provides relevant information about the author and publication as well as short summary of the text. Before you read a source or spend time hunting for it, begin by looking at the following information in the citation to evaluate whether it's worth finding or reading.

After you have asked yourself some questions about the source and determined that it's worth your time to find and read the source, you can evaluate the material in the source as you read through it. Consider the following:

Who
- Who is the author of the work?
- Is the author qualified to address the subject? What are his or her credentials?

What
- What is the source? Is it a primary source or a secondary source?
- Does it document its own sources in a trustworthy manner?

How
- How was the source produced?
- Does it have a recognized publisher or sponsor?
- Was the source edited by others or peer reviewed?

Where
- Where did you find the source?
- Was it cited in a work of authority?
- Did you discover it through a search engine that may receive compensation or sponsorship for its recommendations?

When
- When was the source published?
- Could its information be replaced with something more recent?

A Special Note about Internet Sources

With the advent of the World Wide Web, there has been a massive influx of digital texts and sources available electronically. While some sources on the **Internet** can be found in print format, such as newspapers and magazines, much of what is found on the Internet does not have a print equivalent, and hence, has low or no quality standards for publication. The table below notes the differences between print sources and web sources.

Print Sources	Internet 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.	Anyone with a computer and access to the Internet can publish a website or electronic document. Most web documents do not have editors, fact-checkers, or other types of reviewers.
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.	Authorship and affiliations are difficult to determine on the Internet. Some sites may have author and sponsorship listed, but many do not.
External **sources** of information and direct **quotations** are clearly marked and identified.	Sources the author used or referred to in the text may not be clearly indicated in an Internet source.
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.	The purpose of the online text may be misleading. A website that appears to be factual may actually be persuasive and/or deceptive.
Qualifications of an author are almost always necessary for print sources. Only **qualified authors** are likely to have their manuscripts accepted for publications.	Even if the author and purpose of a website can be determined, the qualifications of the author are not always given.
Publication information such as date of publication, publisher, author, and editor are always clearly listed in print publications.	Dates of publication and timeliness of information are questionable on the Internet. Dates listed on websites could be the date posted, date updated, or a date may not be listed at all.

*In this example, the term *Internet sources* does NOT refer to electronic sources that are accessed through the library, which are listed on page 3.

Due to the discrepancy between the quality of print sources and Internet sources, you must be very careful about what, if any, information you decide to use from the World Wide Web. In addition to sites that your teacher may mention, the following Internet sources are also **NOT** appropriate for academic research.

Wikipedia	*Buzzle*	*Shmoop.com*	*Classbrain.com*
Barnes and Noble	*Infoplease*	*Thinkexist.com*	*Woopidoo.com*
Amazon	blogs by non-experts	*Schoolnet.com*	*Bookrags*
Sparknotes	*Facebook*	*Britannica.com*	*Pink monkey*
Yahoo Answers	*Twitter*	*Encyclopedia.com*	*Enotes*
Ask.com	*About.com*	*Bartleby.com*	*Alibris.com*

The Mechanics of Writing

Poor presentation of mechanics may interfere with your ideas; therefore, you must apply the knowledge and skills you have acquired through previous writing experiences when writing a research paper. The following section addresses some of the mechanical issues you will most likely encounter while writing research papers.

SPELLING
1. Spelling should be consistent throughout the research paper.

2. If a dictionary lists more than one way to spell a word, use the first spelling in the entry.

3. When directly quoting material, retain the spelling of the original, regardless of whether it is correct or incorrect.

4. If you quote material written in a foreign language, you must reproduce all accents and other marks.

PUNCTUATION
Commas
1. Use a comma **before a coordinating conjunction** (*and, but, for, nor, or, so, yet*) joining independent clauses. The comma may be omitted when the sentence is short.
   - The poem is ironic, for the poet's meaning contrasts with her words.

2. Use commas **to separate words, phrases, and clauses in a series**.
   - Austen's novels have inspired films, plays, and numerous works of fan fiction.
   - To prepare for the exam she reviewed her notes, reread a novel, and made flashcards.

3. Use a comma **between coordinate adjectives** (adjectives that separately modify the same noun).
   - Critics praise the novel's unaffected, unadorned style.

4. Use commas **to set off a parenthetical comment**, or aside, if it is brief.
   - F. Scott Fitzgerald, for example, wrote about the decline of the American dream.

5. Use commas **to set off a nonrestrictive modifier**—that is, a modifier that is not essential to the meaning of the sentence and may be dropped without changing the main idea.
   - Gabriel García Márquez, the Colombian novelist, will speak at Denison University.

6. Use a comma **after a long introductory phrase or clause**.
   - Although she was virtually unknown in her day, scholars have come to recognize the originality of her work.

7. Use commas **to set off alternative or contrasting phrases**.
   - It is Julio, not his mother, who sets the plot in motion.

8. Use a comma **in a date whose order is month, day, and year**.
   - Chinua Achebe was born on November 16, 1930.

Do not use commas in the following instances:
1. Do not use a comma **between subject and verb**.
    *   Many of the characters who dominate the early chapters and then disappear [no comma] are portraits of the author's friends.

2. Do not use a comma **between a verb and object**.
    *   The scout reported [no comma] that the enemy was preparing for battle.

3. Do not use a comma between **parts of a compound subject, compound object, or compound verb**.
    *   Hemmingway is known for his novels [no comma] and his short stories.

4. Do not use a comma **between two parallel subordinate elements**.
    *   She broadens her analysis by exploring the tragic elements of the play [no comma] and by integrating the hunting motif with the themes of death and resurrection.

Semicolons
1. Use a semicolon **between independent clauses not linked by a conjunction**.
    *   Fitzgerald's career was ruined by alcoholism; yet, he continued to drink.

2. Use semicolons **between items in a series when the items contain commas**.
    *   My sister has lived in Alpharetta, Georgia; Maplewood, New Jersey; and Pittsburgh, Pennsylvania.

Colons
1. Use a colon **to introduce a list, an elaboration, or the formal expression of a rule or principle**.
    *   LIST: The reading list includes three Latin American novels: *The Death of Artemio Cruz*, *One Hundred Years of Solitude*, and *The Green House*. (But do not use a colon before a list if the list is grammatically essential: The novels on the reading list include *The Death of Artemio Cruz*, *One Hundred Years of Solitude*, and *The Green House*.)
    *   ELABORATION: The plot is centered on deception: the three characters each hide a secret.
    *   RULE: Many students would not plagiarize if they followed one simple rule: Never pass off another person's ideas, information, or expression as your own.

2. Use a colon **to introduce a quotation that is independent from the structure of the main sentence.**
    *   In *The Awakening*, Mme Ratignolle exhorts Robert to stop flirting with Edna: "She is not one of us; she is not like us."

Dashes and Parentheses
1. Use dashes or parenthesis **to enclose an element that interrupts the train of thought**.
    *   The "hero" of the play (the people see him as heroic, but he is the focus of the author's satire) introduces himself as a veteran.

2. Use dashes or parenthesis **to set off a parenthetical element that contains a comma**.
    *   The school colors—blue and white—adorned the hallways.

3. Use a dash **to introduce words that summarize a preceding series**.
    *   Ruthlessness and acute sensitivity, greed and compassion—the main character's contradictory qualities prevent any simple interpretation of the novel.

Hyphens
1. Use a hyphen **in a compound adjective beginning with an adverb such as *better*, *best*, *ill*, *little,* or *well***.
   - well-dressed author
2. Use a hyphen **in a compound adjective ending with the present participle or the past participle**.
   - sports-loving crowd

3. Use a hyphen **in a compound adjective formed by a number and a noun when the adjective precedes a noun**.
   - four-year-old boy

4. Use hyphens **in other compound adjectives before nouns to prevent misreading**.
   - Spanish-language student (a student who is studying Spanish)

5. Use hyphens **to join coequal nouns**.
   - scholar-athlete award

Do not use hyphens in these instances:
1. Do not use a hyphen **in a compound adjective beginning with an adverb ending in –ly or with *too*, *very*, or *much***.
   - too hasty judgment, very contrived plot, thoughtfully presented thesis

2. Do not use a hyphen **in familiar unhyphenated compound terms**
   - social security, high school, liberal arts

3. Do not use a hyphen **in a pair of nouns in which the first noun modifies the second**
   - father figure, opera lover

4. Do not use hyphens **after prefixes**.
   - antiwar, coworker, overscheduled

Apostrophes
1. To form the possessive of a singular noun, **add an apostrophe and an *s***.
   - The poem's meter

2. To form the possessive of a plural noun ending in *s*, **add only an apostrophe.**
   - The boys' soccer team

3. To form the possessive of nouns in a series, **add a single apostrophe and an *s* if the ownership is shared**.
   - Sara and Jared's father

4. If the ownership is separate, **place an apostrophe and an *s* after each noun.**
   - Shelley's and Keats's poems

5. To form the possessive of a plural proper noun, **add only an apostrophe**.
   - the Twains' economic problems

6. Do not use an apostrophe **to form the plural of an abbreviation or a number**.
   - PhDs, TVs, 1990s, SAT score in the 1400s

Quotation Marks
1. Place quotation marks **around a word or phrase given in someone else's sense or in a special sense**.
   - Their "friend" reported them to administration.
2. Use quotation marks for **a translation of a foreign word or phrase**.
   - Plagiarism is derived from the Latin word *plagiarius* ("kidnapper").

Square Brackets and Slashes
1. Use square brackets **around a parenthesis within a parenthesis**.
   - The author known as Mark Twain (Samuel Langhorne Clemens [1835-1910]) is a famous American novelist and humorist.

Slashes
1. Use a slash **in quotations of poetry** (see page 10).

2. Use a slash **between two terms paired as opposites.**
   - The writer explores fundamental oppositions like good/evil, East/West, and young/old.

Periods, Question Marks, and Exclamation Marks
In general, follow normal rules for end punctuation. When using questions marks, follow these rules:
1. Place a question mark **inside** a closing quotation mark if a question mark occurs there in the quoted passage.
   - Whitman asks, "Have you felt so proud to get at the meaning of poems?"

2. If the quotation ends a sentence that is a question, place a question mark **outside** the quotation.
   - Where does Whitman speak of "the meaning of poems"?

3. If a question mark occurs where a comma or period would normally be required, **omit** the comma or period.
   - "Have you felt so proud to get at the meaning of poems?" Whitman asks.

Spacing after Concluding Marks
Many publishers' guidelines for preparing a manuscript's electronic files ask professional authors to type only one space after concluding marks. As a practical matter, there is nothing wrong with using two spaces after concluding punctuation marks unless an instructor asks you to do otherwise. Whichever spacing you choose, **be consistent** in all parts of your paper, including the works-cited list.

ITALICS
1. Italicize words and letters that are **referred to as words and letters**.
   - The word *plagiarism* means "to commit literary theft."

2. Italicize **foreign words** used in an English text.
   - Exceptions: quotations entirely in another language (Caesar said, "Veni, vidi, vici.") and adopted foreign words (ad hoc, et al., hubris, etc.)

3. Italics for **emphasis** ("Jefferson *does* admit, however…") is a device that becomes ineffective and is rarely appropriate for research writing.

NAMES OF PERSONS
1. In general, the first time you use a person's name in your research paper, state it fully and accurately.
   - Emily Dickinson

2. In subsequent use, use the last name, omitting any formal titles.
   - Dickinson (not Miss Dickinson)

3. Refer to fictional characters in the same way. You need not always use their full names, and you may retain titles.
   - Dr. Jekyll

NUMBERS

1. Spell out numbers written in one or two words and represent other numbers by numerals.
   - one, thirty-six, one hundred, two thousand, three million, 2 ½, 101, 137, 1,275

2. Use numerals for all numbers that precede units of measurement.
   - 16 amperes, 5 milliliters

3. Do not begin a sentence with a numeral.
   - Two thousand four was an election year in the United States.

4. Use numbers with abbreviations or symbols (6 lbs.), in addresses, in dates, in decimal fractions (4.5 million), and in divisions (page 7).

5. Express related numbers in the same style.
   - exactly 3 automobiles and 129 trucks

6. Places commas in numbers (1,000) **except** in page and line numbers (line 1014), addresses (4132 Broadway), and years (2011).

7. Treat percentages and amounts of money like other numbers: use numerals with the appropriate symbols.
   - 1%, $5.35, $35

8. Be consistent in writing dates: use the day-month-year style (22 July 2012). Do not use a comma between month and year (August 2012).

9. In a range of numbers, give the second number in full for numbers through ninety-nine (21-48). For larger numbers, give only the last two digits of the second number, unless more is necessary (96-101; 103-04; 2,003-05).

10. Use capital roman numerals for the primary divisions of an outline and after the names of persons in a series.
    - Elizabeth II, John D. Rockefeller IV

TITLES OF WORKS

1. When citing the title of a work, **follow standard capitalization rules**. Capitalize the first word, the last word, and all principal words. Do not capitalize the following when they fall in the middle of the title: articles (*a, an, the*), prepositions (*against, in, of, to*), coordinating conjunctions (*and, but, or*), and the *to* in infinitives (as in *How to Play Chess*). Do not reproduce any unusual or artistic typographic characters, such as all capitalization or lowercasing of all letters. You may shorten a title if you cite it often in the text of your paper after stating the full title once.
   - Incorrect: storage & display; Correct: *Storage and Display*
   - Incorrect: facebook; Correct: *Facebook*

2. Use a colon and a space to separate a title from a **subtitle**
   - *Liverpool: Wondrous Place*

3. **Italicize** the name of books, plays, poems published as books, pamphlets, periodicals, Web sites, online databases, films, television and radio broadcasts, compact discs, albums, dance performances, operas, long musical compositions, works of visual art, ships, aircraft, and spacecraft.
   - *1984, New York Times, MasterFile Premier, The Office,* USS *Arizona, Challenger*

4. Use **quotation marks** for the titles of articles, essays, stories and poems published within larger works, chapters of books, pages in Web sites, individual episodes of television and radio broadcasts, and songs.
   - "The Lottery"

5. There are some **exceptions** that do not require italics or quotation marks:
   - **Scripture**: Bible, Old Testament, Genesis, Koran, Talmud
   - **Laws, Acts and Political Documents**: Magna Carta, Declaration of Independence
   - **Musical compositions identified by form, number, and key**: Beethoven's Symphony no. 7 in A
   - **Series**: Masterpiece Theater
   - **Societies**: American Medical Association
   - **Buildings and Monuments**: Sears Tower
   - **Conferences, Seminars, Workshops and Courses**: English 9, Military History

QUOTATIONS
Short excerpts or quotations are four or fewer typed lines of prose and poetry.
- To use them in a piece of writing, enclose the quotation within double quotation marks and incorporate it into your text. Provide the author and page number in an in-text citation. In the case of poetry, provide line numbers.

- For lines of poetry, separate lines by a slash (/) with a space before and after the slash.

- 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.

- Use single quotation marks for quotations within a quotation.

- Words omitted are shown by an ellipsis, or three periods with a space between each and a space before the first period and after the last.

Examples:
- According to some, dreams express "profound aspects of personality" (Foulkes 1). Others disagree with this statement and take the alternate perspective.

- The first two lines of the poem remind one of a nursery rhyme: "My little horse must think it queer / To stop without a farmhouse near" (Frost 7-8).

- Mr. Darcy confesses, "I have been a selfish being all my life, in practice, though not in principle. . . Such I was, from eight to eight and twenty; and such I might still have been but for you, dearest, loveliest Elizabeth!" (Austen 231).

Long excerpts or quotations are more than four typed lines of prose or poetry.
- To use them in a piece of writing, set them off from the text by beginning a new line and indenting one inch from the left margin. Type it double-spaced without adding quotation marks around it. Use double quotation marks for quotations within a long quotation. The parenthetical citation should come after the closing punctuation mark. When quoting poetry, maintain original line breaks.

- To quote dialogue between two or more characters in a play, set the quotation off from the text. Begin each part of the dialogue with the character's name written in all capital letters, followed by a period. Indent all subsequent lines in the character's speech an additional quarter inch. Stat a new line when the dialogue shifts to another character.

Examples:

Ralph and the other boys finally realize the horror of their actions:

> The tears began to flow and sobs shook him. He gave himself up for the first time on the island;
>
> great shuddering spasms of grief that wrenched his whole body. His voice rose under the black
>
> smoke before the burning wreckage of the island; and infected by that emotion, the other boys
>
> began to shake and sob too. (Golding 186)

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

> The waiting room
>
> was full of grown-up people,
>
> arc tics and overcoats,
>
> lamps and magazines. (6-10)

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

> GONIERIL.   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! (2.4.254-3).

An ellipsis is three equally spaced dots used to indicate that something has been omitted from a quoted passage.

- Ellipses should be used when any words are removed from a sentence, but the sentence should still be grammatically correct.
- Use ellipses carefully. Don't leave out a part of a passage that would affect its overall meaning.
- When you omit the last part of a quoted sentence, add a period after the ellipses.
- When citing after an ellipses, the quotation mark goes before the citation and the period after.

Examples:

ORIGINAL SOURCE: "The quasi-official division of the population into three economic classes classed high-, middle-, and low-income groups rather misses the point, because as a class indicator the amount of money is not as important as the source."

WITH ELLIPSES: Paul Fussel argues that the "quasi-official division of the population into three economic classes…rather misses the point" (34).

A Sample Works Cited Page:

1 inch margins all around the paper

Sophomore 7

Title of the page centered ⟶ Works Cited

Writer's last name and page number are ½ inch from the top of the paper in Times New Roman font

"History." *Westminster Abbey*. The Dean and Chapter of Westminster, 2016,

www.westminster-abbey.org/our-history.

Jenkyns, Richard. *Westminster Abbey*. Harvard UP, 2011.

Lawrence, Sandra, and Tracy Smith. "Westminster Abbey – The Royal Venue." *British Heritage,*

July 2011, p. 60. *MAS Ultra – School Edition*.

"The London Abbey." *The Renaissance: An Encyclopedia for Students*. Edited by Paul F. Grendler,

Vol. 3, Charles Scribner's Sons, 2004, pp. 27-29. *Gale Virtual Reference Library*.

Streissguth, Thomas. "Westminster Abbey." *The Greenhaven Encyclopedia of the Middle Ages*.

Edited by Bruno Leon, Greenhaven Press, 2003, pp. 296-297. *Gale Virtual Reference*

Library.

"Westminster Abbey." *Great Britain: A Reference Guide from the Renaissance to the Present*.

Edited by Richard S. Thomson and Frank J. Coppa, Facts on File, 2003, pp. 413-414.

"Westminster Abbey." *The Times*. 29 Apr. 2011, pp. 12-13. *Newspaper Source*.

"Worship." *Westminster Abbey*. The Dean and Chapter of Westminster, 2016, www.westminster-

abbey.org/worship.

Entries are alphabetized, double-spaced, and each line under the first is indented.

Do not alphabetize by the articles *a, an,* and *the* when beginning an entry.

Writing is double-spaced throughout the paper and skips every other line.

The distance between paragraphs is the same as it is between lines.

How to Format the Most Common Works Cited Entries

The List of Works Cited

The "Works Cited" page identifies the sources cited in the body of the research project. Each entry in the list of works cited is made up of nine core elements that are given in a specific order:

1. **Author.**
2. **Title of source.**
3. **Title of container,**
4. **Other contributors,**
5. **Version,**
6. **Number,**
7. **Publisher,**
8. **Publication date,**
9. **Location.**

The following explains each of the core elements in detail.

1. Author.

Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work. End this element with a period.

> Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

When a source has **two authors**, include them in the order in which they are presented in the work. Reverse the first name as you would for a source with one author, follow it with a comma and the word *and*, and give the second name in normal order.

> Dorris, Michael, and Louise Erdich. *The Crown of Columbus*. HarperCollins Publisher, 1999.

When a source has three or more authors, reverse the first of the names as just described and follow it with a comma and *et al.* ("and others").

> Burdick, Anne, et al. *Digital_Humanities*. MIT P, 2012.

When the source does not have an author listed, but does list an **editor**, use the editor's name in the same way you would an author's name.

> Nunberg, Geoffrey, editor. *The Future of the Book*. U of California P, 1996.

A source with two or more editors is formatted like a work with two authors, followed by the word *editors*.

> Holland, Merlin, and Rupert Hart-Davis, editors. *The Complete Letters of Oscar Wilde*. Henry Holt, 2000.

When you discuss a source that was translated from another language and your focus is on the translation, treat the **translator** as the author.

>   Pevear, Richard, and Larissa Volokhonsky, translators. *Crime and Punishment*. By Feodor Dostoevsky,
>
>   Vintage eBooks, 1993.

>   Heaney, Seamus, translator. *Beowulf*. W. W. Norton, 2001.

Pseudonyms, including online usernames, are mostly given like regular author names.

>   @persiankiwi. "We have report of large street battles in east & west of Tehran now - #Iranelection."
>
>   Twitter, 23 June 2009, 11:15 a.m., twitter.com/persiankiwi/status/2298106072.

>   Stendhal. *The Red and the Black*. Translated by Roger Gard, Penguin Books, 2002.

When a work is published **without an author's name**, do not list the author as "Anonymous." Instead, skip the author element and begin the entry with the work's title.

>   *Beowulf*. Translated by Alan Sullivan and Timothy Murphy, edited by Sarah Anderson, Pearson, 2004.

Authors do not have to be individual persons. A work may be created by a corporate author—an institution, an association, a government agency, or another kind of organization.

>   United Nations. Consequences of Rapid Population Growth in Developing Countries. Taylor and
>
>   Francis, 1991.

When a work is published by an organization that is also its author, begin the entry with the title, skipping the author element, and list the organization only as the publisher.

>   *Reading at Risk: A Survey of Literary Reading in American*. National Endowment for the Arts, June
>
>   2004.

2. Title of source.

After the author, the next element included in the entry in the works cited list in the **title** of the source. List the title as it appears in full, but follow standard capitalization and punctuation rules. The entire title is italicized (or underlined if you are handwriting your entry).

>   Puig, Manuel. *Kiss of the Spider Woman*. Translated by Thomas Colchie, Vintage Book, 1991.

If a **subtitle** is included after the main title.

>   Joyce, Michael. *Othermindedness: The Emergence of Network Culture*. U of Michigan P, 2000.

The title of **an essay, a story, or a poem in a collection**, as a part of a larger whole, is placed in quotation marks.

> Dewar, James A., and Peng Hwa Ang. "The Cultural Consequences of Printing and the Internet." *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein,* edited by Sabrina Alcorn Baron et al., U of Massachusetts P / Center for the Book, Library of Congress, 2007, pp. 365-77.

When **a novel or play appears in a collection** (such as your anthology), the work's title remains in italics.

> Euripides. *The Trojan Women*. *Ten Plays*, translated by Paul Roche, New American Library, 1998, pp. 457-512.

The **title of a journal, magazine, or newspaper** is set in italics, and the **title of the article** goes in quotation marks.

> Goldman, Anne. "Questions of Transport: Reading Primo Levi Reading Dante." *The Georgia Review*, vol. 64, no. 1, 2010, pp. 69-88.

The **title of a television series** appears in italics.

> *Buffy the Vampire Slayer*. Created by Joss Whedon, performance by Sarah Michelle Geller, Mutant Enemy, 1997-2003.

The **title of an episode of a television series** goes in quotation marks.

> "Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Geller, season 4, episode 10, Mutant Enemy, 1999.

The **title of a Web site** appears in italics.

> Hollmichel, Stefanie. *So Many Books*. 2003-12, somanybooksblog.com.

A **posting or an article at a Web site** appears in quotations.

> Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." *So Many Books*, 25 Apr. 2013, somanybooksblog.com/2013/04/25/the-reading-brain-differences-between-digital-and-print/.

A **song or other piece of music** on an album appears in quotation marks.

> Beyoncé. "Pretty Hurts." *Beyoncé*, Parkwood Entertainment, 2013, www.beyonce.com/album/beyonce/?media-view=songs.

When a source is untitled, such as a **comment in an online forum**, include a description.

> Jeane. Comment on "The Reading Brain." *So Many Books*, 25 Apr. 2013, 10:30 p.m.,
>
> somanybooksblog.com/2013/04/25/ print/#comment-83030.

Identify **a short untitled message**, such as a tweet, by reproducing its full text, without changes, in   place of a title. Enclose the text in quotation marks.

> @persiankiwi. "We have report of large street battles in east & west of Tehran now - #Iranelection."
>
> *Twitter*, 23 June 2009, 11:15 a.m., twitter.com/persiankiwi/status/2298106072.

To document **an e-mail message**, use its subject as the title. The subject is enclosed in quotation marks and its capitalization standardized.

> Boyle, Anthony T. "Re: Utopia." Received by Daniel J. Cahill, 21 June 1997.

3. **Title of container,**

When the source being documented forms a part of a larger whole, the larger whole can be thought of as a container that holds the source. The title of the container is normally italicized and is followed by a comma, since the information that comes next describes the container.

The container may be **a book that is a collection of essays, stories, poems, or other kinds of works.**

> Bazin, Patrick. "Toward Metareading." *The Future of the Book*, edited by Georffrey Nunberg, U of
>
> California P, 196, pp. 153-166.

The container may be a **periodical** (journal, magazine, newspaper), which holds articles, essays, and so on.

> Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol.
>
> 128, no. 1, Jan. 2013, pp. 193-200.

> Williams, Joy. "Rogue Territory." *The New York Times Book Review*, 9 Nov. 2014, pp. 1+.

The container may be **a television series**, which is made up of episodes.

> "Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Geller,
>
> season 4, episode 10, Mutant Enemy, 1999.

The container may be a **Web site**, which contains articles, postings, and almost any other sort of work.

> Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." *So Many Books*,
>
> 25 Apr. 2013, somanybooksblog.com/2013/04/25/the-reading-brain-differences.

In some cases, you may have **two containers**.

For an article that appeared in a **journal (container 1)** that is now contained in an **online database (container 2)**, use the following format:

> Goldman, Anne. "Question of Transport: Reading Primo Levi Reading Dante." *The Georgia Review*,
>
> vol. 64, no. 1, 2010, pp. 69-88. *JSTOR*, www.jstor.org/stable/41403188.

For an article that appeared in a **periodical (container 1)** that is now contained in an **online database (container 2)**, use the following format:

> Lawrence, Sandra, and Tracy Smith. "Westminster Abbey – The Royal Venue." *British Heritage,*
>
> July 2011, p. 60. *MAS Ultra – School Edition*, web.a.ebscohost.com/ehost/detail/detail?vid.

If you watch an episode of a **television series** (container 1) **online through a service** such as Hulu (container 2).

> "Under the Gun." *Pretty Little Liars*, season 4, episode 6, ABC Family, 16 July 2013. *Hulu*,
>
> www.hulu.com/watch/511318.

4. Other contributors,

Aside from an author whose name appears at the start of the entry, other people may be credited in the source as contributors. Use a description of the role before each name. The following are common descriptions:

- adapted by
- directed by
- edited by
- illustrated by

- introduced by
- narrated by
- performance by
- translated by

The **editors** of scholarly editions and of collections are usually recorded.

> Deward, James A., and Peng Hwa Ang. "The Cultural Consequences of Printing and the Internet."
>
> *Agent of Change: Print Culture Studies after Elizabeth L. Eisenstein*, edited by Sabrina Alcorn
>
> Baron, et al., U of Massachusetts P / Center for the Book, Library of Congress, 2007, pp. 365-77.

Translators are also usually recorded.

> Chartier, Roger. *The Order of Books: Readers, Authors, and Libraries in Europe between the*
>
> *Fourteenth and Eighteenth Centuries*. Translated by Lydia G. Cochrane, Stanford UP, 1994.

If a source such as a film, television episode, or performance has **many contributors**, include the ones most relevant to your project. For example, if you are writing about a television episode and focus on a key character, you might mention the series creator and the actor who portrays the character.

> "Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Geller, season 4, episode 10, Mutant Enemy, 1999.

5. Version,

If the source is a version released in more than one form, identify the **version** in your entry.

> *The Bible*. Authorized King James Version, Oxford UP, 1998.

> Cheyfitz, Eric. *The Poetics of Imperialism: Translation and Colonization from* The Tempest *to Tarzan*. Expanded ed., U of Pennsylvania P, 1997.

> Miller, Casey, and Kate Swift. *Words and Women*. Updated ed., HarperCollins Publishers, 1991.

> Newcomb, Horace, editor. *Television: The Critical View*. 7th ed., Oxford UP, 2007.

Words in other media may also appear in versions.

> Schubert, Franz. *Piano Trio in E Flat Major D 929*. Performance by Einer Mozart-Trio, unabridged version, Deutch 929, Preiser Records, 2011.

> Scott, Ridley, director. *Blade Runner*. 1982. Performance by Harrison Ford, director's cut, Warner Bros., 1992.

> Shakespeare, William. *The Tragedy of Othello*. Edited by Barbara Mowat and Paul Werstine, version 1.3.1, Luminary Digital Media, 2013.

6. Number,

The source you are documenting may be part of a numbered sequences. For example, a text may be issued in multiple volumes. If you consult one volume of a numbered multi-volume set, indicate the volume number.

> Rampersad, Arnold. *The Life of Langston Hughes*. 2nd ed., vol. 2, Oxford UP, 2002.

> Wellek, Rene. *A History of Modern Criticism, 1750-1950*. Vol. 5, Yale UP, 1986.

Journals are typically numbered with a **volume and issue number**.

> Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-200.

The **seasons of a television series** are typically numbered in sequence, as are the **episodes** in a season.

> "Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Geller, season 4, episode 10, Mutant Enemy, 1999.

7. Publisher,

The publisher is the organization responsible for making the source available to the public. To determine the publisher of a **book**, look first on the title page. If no publishers name appears there, look on the copyright page (usually the page that follows the title page).

> Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

For **films and television series**, cite the company that had the primary overall responsibility for it.

> Kuzui, Fran Rubel, director. *Buffy the Vampire Slayer*. Twentieth Century Fox, 1992.

Web sites are published by the various kinds of organizations, including museums, libraries, and universities and their departments. The publisher's name can often be found in a copyright notice at the bottom of the home page or on a page that gives information about the side.

> Harris, Charles. "Teenie." *Woman in Paisley Shirt behind Counter in Record Store*. *Teenie Harris Archive*, Carnegie Museum of Art, Pittsburgh, teenie.cmoa.org/interactive/indext.html#date08.

A publisher's name may be omitted for the following kinds of publications:
- A periodical (journal, magazine, newspaper)
- A work published by its author or editor
- A Web site whose title is essentially the same as the name of its publisher (for example, CNN)
- A Web site not involved in producing the works it makes available (such as service like WordPress or YouTube, or an archive like JSTOR or ProQuest).

Abbreviating Publisher Names

When using publishers' names on the works cited page, omit business words:
- Company (Co.)
- Corporation (Corp.)
- Incorporated (Inc.)
- Limited (Ltd.)

In the names of academic presses, replace:
- University Press with UP ("U of Chicago P," "Teachers College P")

Otherwise, write publishers' names in full.

8. Publication date,

When documenting a **book**, look for the date of publication on the title page. If the title page does not indicate the date, check the book's copyright page.

Ellison, Ralph. *Invisible Man*. Vintage Books, 1995.

An issue of a periodical (journal, magazine, newspaper) usually carries a date on its cover or title page. Periodicals vary in their publication schedules; they may publish every year, season, month, week, or day.

Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-200.

Belton, John. "Painting by the Numbers: The Digital Intermediate." *Film Quarterly*, vol. 61, no. 3, Spring 2008, pp. 58-65.

Kafka, Ben. "The Demon of Writing Paperwork, Public Safety, and the Reign of Terror." *Representations*, no. 98, 2007, pp. 1-24.

When a source carried more than one date, cite the date that is most meaningful or most relevant to your use of the source. If you consult an **article on the Web site of a news organization** that also publishes its article in print, use the date of the online version only.

Deresiewicz, William. "The Death of the Artist—and the Birth of the Creative Entrepreneur." *The Atlantic,* 28 Dec. 2014, www.theatlantic.com/magazine/archive/2015/01/the-death-of-the-artist -and-the-birth-of-the-creative-entrepreneur/383497/.

If you consulted the print version of the article, cite only the print information.

Deresiewicz, William. "The Death of the Artist—and the Birth of the Creative Entrepreneur." *The Atlantic*, Jan.-Feb. 2015, pp. 92-97.

For documenting an **episode of a television series**, use the year of its original release.

"Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Geller, season 4, episode 10, Mutant Enemy, 1999.

If you are exploring features of that episode found on a **DVD** set, use the date of release.

"Hush." 1999. *Buffy the Vampire Slayer: The Complete Fourth Season*, created by Joss Whedon, performance by Sarah Michelle Geller, episode 10, Twentieth Century Fox, 2003, disc 3.

An entry for a **video on a Web site** includes the date when the video was posted there.

"*Buffy the Vampire Slayer*: Unaired Pilot 1996." *YouTube,* uploaded by Brian Stowe, 28 Jan. 2012, www.youtube.com/watch?v-WR3J-v7QXXW.

For an **article on the Web**, use the date of publication.

Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." *So Many Books*, 25 Apr. 2013, somanybooksblog.com/2013/04/25/the-reading-brain-differences-between-digital-and-print/.

Comments posted on **Web pages** are usually dated. If an article, a comment, or another source includes a time when the work was posted or last modified, include the time along with the date.

Jeane. Comment on "The Reading Brain: Differences between Digital and Print." *So Many Books*, 25 Apr. 2013, 10:30 p.m., somanybooksblog.com/2013/04/25/the-reading-brain-differencesbetween-digital-and-print/#comment-83030.

Abbreviating Months
The following abbreviations should be used when writing the months in a works cited entry:

Month	Abbreviation
January	Jan.
February	Feb.
March	Mar.
April	Apr.
May	May
June	June
July	July
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec.

9. Location.

How to specify a work's location depends on the medium of publication.

In **print sources**, indicate the **page number** or range of **page numbers**.

> Adichie, Chimamanda Ngozi. "On Monday of Last Week." *The Thing around Your Neck*, Alfred A.
> Knopf, 2009, pp. 92-97.

For an **online work**, indicate its **URL**, or web address.

> Deresiewicz, William. "The Death of the Artist—and the Birth of the Creative Entrepreneur." *The*
> *Atlantic,* 28 Dec. 2014, www.theatlantic.com/magazine/archive/2015/01/the-death-of-the-
> artist-and-the-birth-of-the-creative-entrepreneur/383497/.

For a **television episode in a DVD set**, indicate the **disc number**.

> "Hush." 1999. *Buffy the Vampire Slayer: The Complete Fourth Season*, created by Joss Whedon,
> performance by Sarah Michelle Geller, episode 10, Twentieth Century Fox, 2003, disc 3.

For a **physical object** that you experienced firsthand, such as a work of art in a museum, provide the **name of the place** and the **city** (but omit the city if it is part of the place's name).

> Bearden, Romare. *The Train*. 1975, Museum of Modern Art, New York.

Optional Elements

The six core elements of the entry should be included, if they exist; however, there are also optional elements that also may be included.

If a work has been republished, you may want to include the **date of original publication**.

> Franklin, Benjamin. "Emigration to America." 1782. *The Faber Book of America*, edited by
> Christopher Ricks and William L. Vance, Faber and Faber, 1992, pp. 24-26.

It may be helpful to include the **city of publication** for pre-1900 work.

> Goethe, Johan Wolfgang von. *Conversations of Goethe with Eckermann and Soret*. Translated by
> John Oxenford, new ed., London, 1875.

You may also want to include the **city of publication** if publisher with offices in more than one country releases a novel in two versions—perhaps with different spelling and vocabulary.

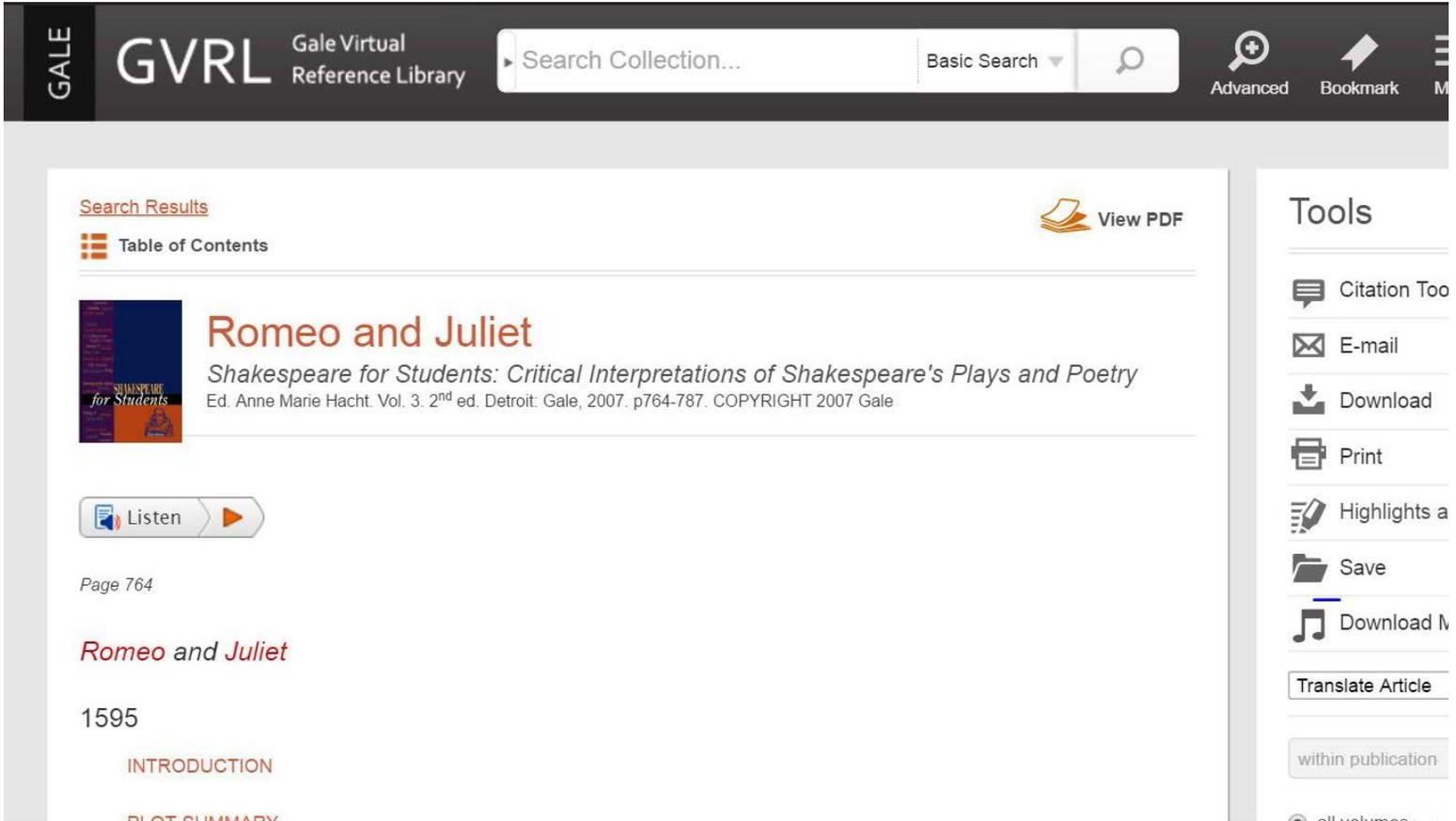Rowling, J. K. *Harry Potter and the Philosopher's Stone*. London, Bloomsbury, 1997.

In the case of an **unexpected type of source**, you may want to identify the type with a descriptive term.

Fresh Air. Narrated by Terry Gross, National Public Radio, 20 May 2008. Transcript.

A **lecture or other** address heard in person may be indicated as such.

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

MLA Template for a Source from *Gale Virtual Reference Library*

MLA Template for a Source from *Gale Virtual Reference Library*

1	Author.	Hacht, Anne Marie, editor.
2	Title of Source.	"Romeo and Juliet."

Container 1

3	Title of container,	*Shakespeare for Students*: *Critical Interpretations of Shakespeare's Plays and Poetry*,
4	Other contributors,	
5	Version,	2nd ed.,
6	Number,	vol. 3,
7	Publisher,	Gale,
8	Publication date,	2007,
9	Location.	pp. 764-787.

Container 2

3	Title of container,	*Gale Virtual Reference Library,*
4	Other contributors,	
5	Version,	
6	Number,	
7	Publisher,	
8	Publication date,	
9	Location.	go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=gran98056&v=2.1&it=r&id=GALE%7CCX2896100036&asid=2422495a4ab97f1ec1b318bea9e93b01.

Anne Marie Hacht, editor. "Romeo and Juliet." *Shakespeare for Students*: *Critical Interpretations of Shakespeare's Plays and Poetry*, , 2nd ed., vol. 3, Gale, 2007, pp. 764-787. *Gale Virtual Reference Library,* go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=gran98056&v=2.1&it=r&id=GALE%7CCX2896100036&asid=2422495a4ab97f1ec1b318bea9e93b01.

MLA Template for a Source from *Infohio*

New Search	Publications	Subject Terms	Cited References	More ▾		Sign In	📁 Folder	Preferenc

EBSCOhost

Searching: **Specific Databases,** Show all | Choose Databases by Subject

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Basic Search   Advanced Search   Search History

◀ Result List | Refine Search   ◀ **10** of **5,998** ▶

[Choose Language ▾] [Translate]

Detailed Record

HTML Full Text

PDF Full Text

☁ **Send PDF to my Cloud**
(5.2MB)

Find Similar Results
using SmartText Searching.

Title: A Night to Forget? By: Wells, Andrew, History Today, 00182753, Apr2012, Vol. 62, Issue 4

Database: Academic Search Premier

A Night to Forget?

Contents
The early years
Interwar anxieties
War and austerity
Battles of the Atlantic
Portrait of a Captain
Further Reading
From the Archive

📖 Listen ▶ ■   American Accent ▾ 🔊 ⚙ ⬇ «

For a century the sinking of the Titanic has attracted intense interest. Yet, as Andrew Wells explains, there have been many vested interests keen to prevent media attention

Even before the sea closed over the stern of RMS **Titanic** on the morning of April 15th, 1912 the task of representing the sinking -- its tragic hubris, its lessons for society and above all its human cost -- began in earnest. Within 40 minutes of the fatal collision the first portrayal of the disaster sparked across the airwaves in Morse code: 'CQD [Come Quick, Danger] CQD CQD CQD CQD CQD MGY [**Titanic's** radio call-sign] Have struck an iceberg. We are badly damaged. **Titanic**. Position 41° 44' N, 50° 24' W.' Ever since this first broadcast the story of the **Titanic** has been told and retold in books, articles, films, TV and radio broadcasts, sound recordings, the visual and dramatic arts, exhibitions, computer games, websites, official and unofficial inquiries, in the courtroom and in dedicated memorials across the world.

Understandably historians have tended to locus on explaining why we have been (and remain) so fascinated by the tragedy. Straightforward answers to this question -- nostalgia for yesteryear, exhilarating human drama, fascinating social

MLA Template for a Source from *Infohio*

1	Author**.**	Wells, Andrew.
2	Title of Source**.**	"A Night to Forget."

Container 1

3	Title of container**,**	*History Today*,
4	Other contributors**,**	
5	Version**,**	vol. 62, no. 4,
6	Number**,**	
7	Publisher**,**	
8	Publication date**,**	Apr. 2012,
9	Location**.**	pp. 13-19.

Container 2

3	Title of container**,**	*Academic Search Premier*,
4	Other contributors**,**	
5	Version**,**	
6	Number**,**	
7	Publisher**,**	
8	Publication date**,**	
9	Location**.**	search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,custuid&custid =infohio&db=aph&AN=74184834&site=ehost-live

Wells, Andrew. "A Night to Forget." *History Today*, vol. 62, no. 4, Apr. 2012, pp. 13-19. *Academic Search Premier*, search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,custuid&custid =infohio&db=aph&AN=74184834&site=ehost-live.

MLA Template for a Book Source

The Leviathan adventure
continues with

Behemoth

Also by Scott Westerfeld

Uglies

Pretties

Specials

Extras

*Bogus to Bubbly:
An Insider's Guide to the World of Uglies*

⋄ LEVIATHAN ⋄

Written by

MR. SCOTT WESTERFELD

Illustrated by Mr. Keith Thompson

To my NYC writing crew,
for knowing the importance of Craft
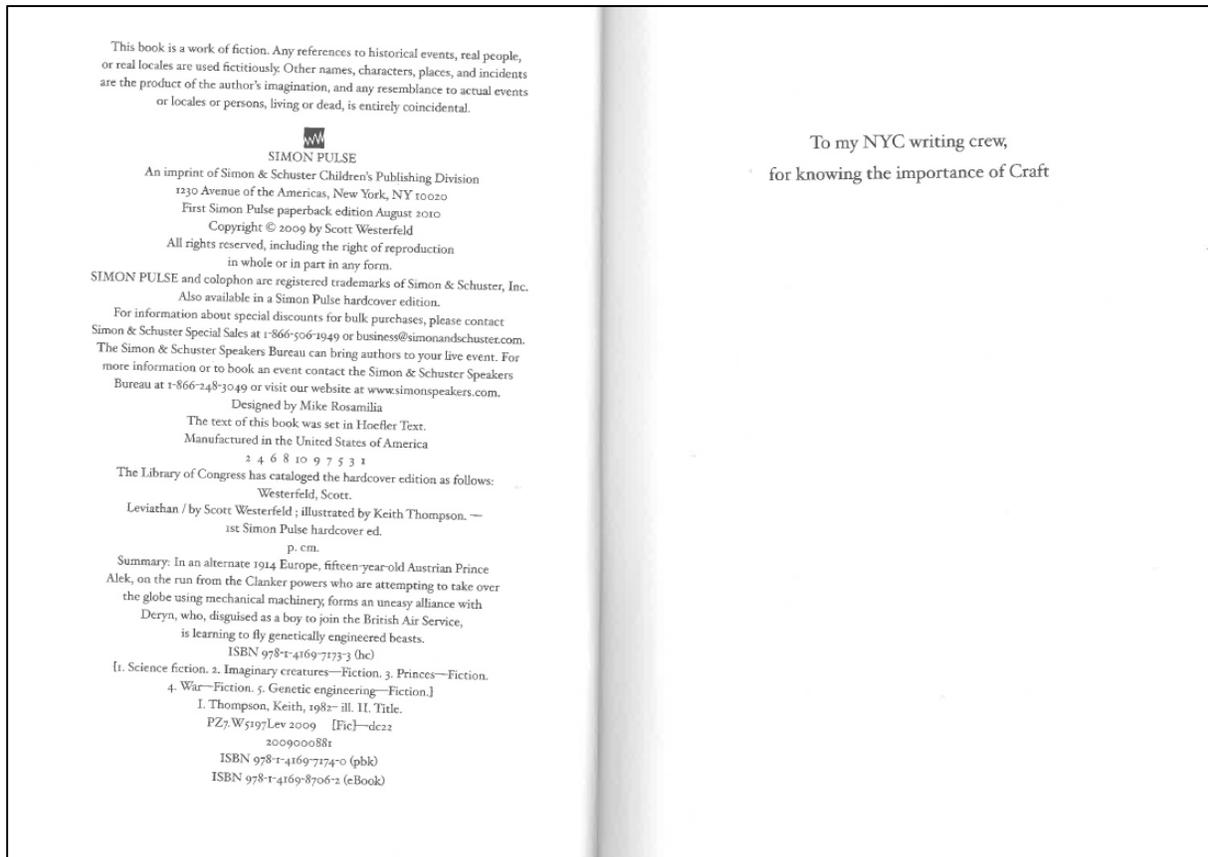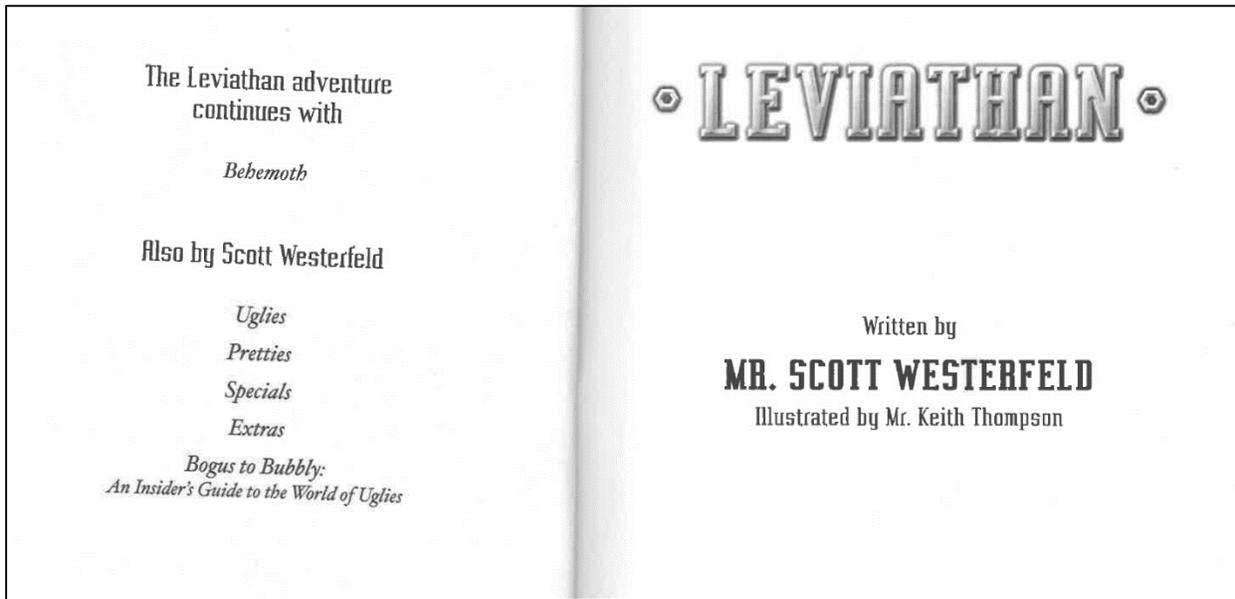
MLA Template for a Book Source

1	Author.	Westerfeld, Scott.
2	Title of Source.	*Leviathan.*

Container 1

3	Title of container,	
4	Other contributors,	Illustrated by Keith Thompson,
5	Version,	reprint ed.,
6	Number,	
7	Publisher,	Simon Pulse,
8	Publication date,	2010.
9	Location.	

Container 2

3	Title of container,	
4	Other contributors,	
5	Version,	
6	Number,	
7	Publisher,	
8	Publication date,	
9	Location.	

Westerfeld, Scott. *Leviathan.* Illustrated by Keith Thompson, reprint ed., Simon Pulse, 2010.

How to Format In-Text Citations

In-text citations **are references within the research paper to each source that is listed on the works cited page. They lead the reader directly to the source used. The goal of the in-text citation is to be brief and clear. A typical in-text citation is composed of the element that comes first in the entry from the works cited page (usually the author's last name or title). It should be placed, in parenthesis, where there is a natural pause in the text.**

Listed below are general rules for formatting in-text citations.

1. For a source with an author, use the author's last name and page number. Do not put a "p" for *page*. Do not use any commas.

> A noted linguist explains that Monty Python humor often relied on bizarre interactions (Crystal 107).

An in-text citation that directly follows a quotation is placed after the closing quotation mark.

> According to Naomi Baron, reading is "just half of literacy. The other half is writing" (194).

2. If the entry begins with the names of two authors, include both last names in the in-text citation, connected by *and*.

> Some economists recommend that employment be redefined to include unpaid domestic labor (Clark and Smith 39).

3. If the source has three or more authors, the in-text citation corresponds to the entry from the works cited list, which begins with the first author's name followed by *et al*.

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

4. When a source has no page numbers, no number should be given in a parenthetical citation.

5. When a title is needed in an in-text citation, abbreviate the title if it is longer than a phrase. The abbreviated title should begin with the word by which the title is alphabetized. Use the first noun and any preceding adjectives. Make sure to exclude the articles *a, an, the* and use corresponding italics or quotation marks.

Full Title	Abbreviation
The Double Vision: Language and Meaning in Religion	*Double Vision*
"Traveling in the Breakdown Lane"	"Traveling"
"You Say You Want a Revolution? Hypertext and the Media"	"You"
And Quiet Flows the Don	*And*

6. In citing poems and verse plays with line numbering, omit page number and cite by divisions (act, scene, canto, book, part) and line, separating the number with periods. In your first citation write out the word line or lines and then, for successive in-text citations, give the numbers alone.

> According to the narrator of Felicia Heman's poem, the prisoners "had learn'd, in cells of secret gloom, / How sunshine is forgotten" (lines 131-32).
>
> Hamlet seems resolute at first when he asserts, "Haste me to know't, that I, with wings as swift / As meditation…./ May sweep to my revenge" (1.5.35-37).

7. An e-book may include a numbering system that tells users their location in the work. Because this numbering varies, do not cite it. Instead, cite numbered sections like chapters and label the type of part that is numbered.

> According to Hazel Rowley, Franklin and Elenor Roosevelt began their honeymoon with a week's stay at Hyde Park (ch. 2).

A source without page numbers or any other form of fixed numbering must be cited as a whole. Include enough information for the reader to find the entry in the works cited page.

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

8. If using a quotation from a source in which it was already quoted, indicate that the information comes from someone else's research by using the abbreviation *qtd. in*.

> Arthur Miller says, "When somebody is destroyed everybody finally contributes to it, but in Willy's case, the end product would be virtually the same" (qtd. in Martin and Meyer 375).

9. Citations of multiple sources in a single parenthesis are separated by semicolons.

> Lightenor has argued that computers are not useful tools for small children. He has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year (Baron 194; Jacobs 55)

8. Citations of different locations in a single source are separated by commas.

> Any study of social welfare involves a close analysis of the "impacts, the benefits, and the costs" of its policies (Baron 194, 200, 197-98).

9. If the works cited page contains multiple works by the same author, the titles (shortened if necessary) should be included in the in-text citation.

> 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 (Smith, *Encyclopedia* 45). Today's viewings of the film seem to reinforce this idea (Smith, *Foundations* 22).

If it contains works by more than one author with the same last name, add the author's first initial to the last name in the in-text citation.

> Although some believe that the President's potential plan is effective (R. Miller 12), others note that the disadvantages outweigh the advantages (A. Miller 46).

10. For works in audio or video recording, cite the relevant time or range of times. Give the numbers of hour, minute, and seconds as displayed in the media player. Separate the numbers with colons.

> Buffy's promise that "there's not going to be any incidents like at my old school" is obviously not one on which she can follow through ("Buffy" 00:03:16-17).

Avoiding Plagiarism

Granville High School takes a strong stance against academic dishonesty, which includes plagiarism. According to the student handbook, plagiarism refers to:

1. Submitting images and/or documents in whole or in part from the Internet without citations
2. Copying another's work
3. Using another's ideas without proper citations
4. Incorporation portions of another's writings within the context of your own work.
5. Failing to acknowledge source information.

To avoid plagiarism while writing a research paper use citations **every time** you are use another person's ideas or words.

- Use quotation marks around words taken **directly** from a text and provide a citation.
- When summarizing or paraphrasing another person's words, do more than replace or rearrange a few words, and provide a citation.

Remember that you do not need to cite common knowledge, which is information that can be found in numerous places and is likely to be known by many people (For example, George Washington was the first president of the United States). However, you must document facts that are not generally known and ideas that interpret facts. **PLEASE refer to the instructions of your teacher for specific guidelines about common knowledge based on your assignment and grade-level.**

The Original Text from Elaine Tyler May's "Myths and Realities of the American Family":

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

	Student version written in a paper	Is this plagiarism or not?
Version A	Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, faculties for childcare remain woefully inadequate in the United States.	*This version is plagiarism because there is too much direct borrowing in sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.*

Version B	As Elaine Tyler May points out "women's wages often continue to reflect the fiction that men earn the family wage" (558). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate" (May 589).	*Version B is also plagiarism because even though the writer cites May, the text continues to borrow too much language.*
Version C	By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.	*Version C shows good paraphrasing of the wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged. Thus version "C" is plagiarism.*
Version D	Women today still earn less than men- so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589).	*Version D is not plagiarism because the writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own.*

MLA Template

1	Author.	
2	Title of Source.	

Container 1

3	Title of container,	
4	Other contributors,	
5	Version,	
6	Number,	
7	Publisher,	
8	Publication date,	
9	Location.	

Container 2

3	Title of container,	
4	Other contributors,	
5	Version,	
6	Number,	
7	Publisher,	
8	Publication date,	
9	Location.	

Additional References

For additional information on MLA format, the following sources are suggested:

MLA Handbook for Writers of Research Papers. 8th ed., The Modern Language Association of America, 2016.

Russell, Tony, et al. "MLA Formatting and Style Guide." *The Purdue OWL*, Purdue U Writing Lab, 31 Aug.

　　2016, owl.english.purdue.edu/owl/resource/747/01/.